AQIP Systems Portfolio

November 2008
AQIP 2008 TABLE OF CONTENTS

Organizational Overview.................................................................................................................. 1-12

Category One: Helping Students Learn......................................................................................... 13-33

Chapter Two: Accomplishing Other Distinctive Objectives......................................................... 34-39

Category Three: Understanding Students’ and Stakeholders’ Needs.......................................... 40-49

Category Four: Valuing People.................................................................................................... 50-57

Category Five: Leading and Communicating............................................................................. 58-65

Category Six: Supporting Organizational Operations................................................................. 66-80

Category Seven: Measuring Effectiveness................................................................................... 81-85

Category Eight: Planning Continuous Improvement................................................................. 86-95

Category Nine: Building Collaborative Relationships............................................................... 96-106

Index............................................................................................................................................ I-V
Organizational Overview

Iowa Lakes Community College is a public, rural, multi-campus institution. Our five-county district covers nearly 2,900 square miles in northwest Iowa with a population of over 69,000 residents. Iowa Lakes, a non-profit institution, was established in 1967 under provision of Chapters 260C and 260D, Code of Iowa. Our mission is to provide opportunities for quality lifelong learning and promote economic development for our communities. Our vision is to be a premier center of higher education, serving as a gateway to success. Our Core Values are listed below:

We are dedicated to quality education.
- We value and recognize the dedicated, quality faculty and staff who make students their priority.
- We are focused on student achievement and continuing to grow professionally to better serve our students.
- We feel through working together, success is attainable.
- We dare to acknowledge that sometimes through failure success is achieved.
- We embrace visionary change.

We are a community partner.
- We believe in the importance of a shared sense of community among college programs, services and locations.
- We strive for effective collaboration and partnership among our various college constituents (e.g., business, industry, school districts, other higher education institutions, individual citizens).
- We believe we have a responsibility to be good stewards of public resources and the public trust.
- We will work for the common good.

We believe in the dignity of the individual.
- We believe the learner should be considered first in allocation of decision-making, allocation of resources, and customer service delivery.
- We believe in an “open door” that offers learning opportunities for all constituents.

We are committed to developing the integrity, self-worth, well-being and potential of all learners.
- We believe in encouraging students from all ages, backgrounds, interests and talents to challenge themselves educationally, by completing courses at Iowa Lakes Community College.
- We believe we have a responsibility to foster personal growth among all learners.

We accept responsibility to include diverse ideologies, cultures, perspectives and opportunities in the college experience.
- We believe we have a responsibility to expose learners to diverse and new perspectives, ideas, people, and values.
- We believe the college should be flexible in accommodating and tailoring learning experiences to meet the needs of the individual, business, industry and our communities.
Stats: Iowa Lakes’ five campuses house 28 buildings on more than 566 acres of land. Facilities include student housing, emergency response training center, farm, airport and off-site gym facility. Distinctive technologies include a Vestas V-82 Wind Turbine used for student training and sellable power. Fall 2008 headcount is 3,059. Iowa Lakes’ student body is largely Caucasian and traditional in terms of age and gender.

1. Iowa Lakes’ goals for student learning and shaping an academic climate are based on opportunities and lifelong learning and are directly related to Iowa Code, chapter 260C:
   - Guarantee access to postsecondary education opportunities through an “open door” policy.
   - Ensure all constituents have the opportunity and the support necessary to take advantage of the postsecondary educational programs and services offered by the college.
   - Enable student to complete the first two years of college work, including general education and pre-professional education, and upon completion to achieve successful transfer to four-year colleges and universities.
   - Enable students to complete vocational and technical programs designed to prepare them for employment in occupations in a global society.

Common student learning objectives are based on established discipline-specific mission statements and learner outcome goals.

**Arts and Science Student Outcome Goals**
- Students are able to successfully complete general education and/or pre-professional coursework necessary for the first two years of college.
- Students are able to successfully transfer to senior institutions.
- Students with diverse backgrounds and abilities are able to access a full range of courses for personal enrichment, career exploration, lifelong learning skills, educational enhancement, and exploration of new information technologies.
- Students are able to explore a multiplicity of avenues in the sciences, humanities, and the arts that enhance [a] appreciation and use of language; [b] ability to think and reason clearly, independently, critically and creatively; [c] understanding of the human experience and the context in which it occurs.
- Students are able to explore a multiplicity of educational avenues that lead to global awareness, and appreciation of diversity in lifestyle and recognition of citizen rights and responsibilities in local, national and world communities.

Business Transfer, Social Science and Humanities, Math and Science and English/Communications all have discipline-specific mission statements and learner outcome goals based on the Arts and Science outcome goals listed above.

**Career Option Student Outcome Goals**
- Students are prepared to successfully enter the job market and/or transfer to a four-year institution.
- Students utilize current technologies in their education experiences.
- Students demonstrate a blend of theoretical competence and practical skills proficiency in the selected career area.
- Students demonstrate an awareness of career growth and the need for lifelong learning.
Vocational-Technical Student Outcome Goals

- Enable students to become employable.
- Students will develop effective communications skills.
- Enable students to become solution oriented, using critical thinking skills.
- Promote among students an appreciation for civic responsibilities.

In addition to these common student outcomes, each career and technical program has a comprehensive set of unique program outcomes consistent with industry specific competency, certification and/or licensure requirements.

Developmental, Preparatory and Postsecondary Options Student Goals

- Provide students with coursework and tutoring assistance designed to equip them with the basic skills necessary for participation in college level courses.

Iowa Lakes has a general policy of admitting all individuals into college transfer, career option, technical and vocational programs who either have a high school diploma or its GED equivalent. Approximately half of entering freshman anticipate needing academic support. Iowa Lakes offers numerous academic support systems including developmental education classes, tutoring, and career and academic counseling.

Iowa Lakes offers arts and science and career and technical education courses that lead to associate degrees, diplomas and certificates. Over 100 areas of study are available, and we strive to serve the changing needs of our stakeholders. Because of this our newest programs include Massage Therapy, evening and weekend Nursing, Wind Energy and Turbine Technology, Sustainable Energy Resources Management, Biorenewable Fuels Technology, Casino Management, Web Development and Design, a second year of Landscape and Turfgrass Technology, and advanced options in Motorcycle and Small Engine Technology, Marine Service Technology and Construction Technology. Iowa Lakes also offers lifelong learning opportunities in a wide variety of areas including adult basic education, computer classes, emergency services, health occupations, industrial technology, personal enrichment and professional development. A full listing of programs of study for credit and continuing education can be found on the Iowa Lakes Web site.

Iowa Lakes offers courses and associate degree options over the Iowa Lakes TV system (an interactive television system that links all five campuses), through ICCOC (Iowa Community Colleges Online Consortium) and via ICN (Iowa Communications Network).

2. Iowa Lakes’ goals for key organizational services are based on lifelong learning and economic development and are linked to Iowa Code, chapter 260C:

- Provide opportunities for individuals to continue learning throughout their lifetime.
- Provide programs for high school completion and development of the academic foundation necessary for success in college.
- Enable eligible secondary students to participate in college courses for credit while still in high school.
- Provide vocational and technical training for persons not enrolled in high school and who have not completed high school.
- Deliver programs for inservice training and retraining for workers and to help employers maintain a competitive work force.
- Promote economic development assistance to area businesses, industries, cities and counties in cooperation with federal, state and local agencies.
The Iowa Lakes Alumni and Friends Association, Iowa Lakes Community College Foundation and the Iowa Lakes Scholarship Foundation all exist to promote and enhance the college. Iowa Lakes athletic and music programs provide additional activities for both students and stakeholders.

Iowa Lakes provides opportunities for lifelong learning through continuing education, business/industry training and Third Age College. Iowa Lakes provides programming for high school completion through alternative high schools and a strong academic foundation through ABE/GED, ESL and developmental education. Iowa Lakes offers PSEO, Career Academy, Tech Prep and College Prep courses to eligible secondary students for college credit and offers the SAVE program to provide secondary special education students with vocational and technical training.

The explicit institutional objectives of Continuing Education and Economic Development activities at Iowa Lakes Community College include providing timely information, training and cultural opportunities for area residents through both credit and non-credit programming. Community outreach is also provided through efforts of staff, advisory committees and specific focus groups related to professional organizations, older learners and business and industry owners and managers.

In conjunction with the college’s mission, vision and general philosophy, Iowa Lakes provides a host of classes, programs and services for a wide variety of target groups. Iowa Lakes provides customized training for business and industry, entrepreneurial services through the Small Business Development Center, and re-certification classes for health workers, insurance agents, realtors and bankers through our general Continuing Education unit. The RSVP Volunteer Program and Third Age College provide classes, programs and activities for older learners. With five locations throughout our five counties, Iowa Lakes strives for an equitable distribution of all programs and services; utilizing distance education, internet and television to the extent possible.

Iowa Lakes strives to provide an atmosphere of open communication and friendly customer service. In addition to the services mentioned above, Iowa Lakes promotes the use of computer labs to all ages of our population, and also offer the services of college libraries, counselors and advisors.

3. Iowa Lakes’ goals for requirements and expectations of stakeholders are based on lifelong learning and economic development and are linked to Iowa Code, chapter 260C.

Requirements and Expectations of Students and Stakeholders
Students are increasingly interested in being connected. Remote access and anywhere, anytime campus computing capability ranked high in student expectations on the 2008 Student Opinion Survey. Only 15% felt a single-sign-on to campus network functions was unimportant, and 79% said lack of this portal function would negatively influence their college choice if they were to start over again. By fall 2008, only three other Iowa community colleges will not have a network portal established or under development. Furthermore, 75% of the students surveyed expected a wireless computing environment collegewide. The college has limited wireless “hot spots” (e.g. cafeteria) and wireless classrooms.

Student advising is a high priority for Iowa Lakes’ students, yet survey data shows very few students have regular contact with their advisor. Student focus groups, conducted spring 2008, reveal schedule conflicts and advisor ineffectiveness as the most frequent reasons students opt
out of the advising system. The faculty advising process used now assigns students an advisor based on entering major interests. But, students often change majors and/or faculty are busy due to full teaching loads. A faculty-driven AQIP Action Project developed a hybrid model for advising at Iowa Lakes that would provide more comprehensive services to all students (and especially transfer majors) and is “a good fit” with our campus culture. However, funding constraints have postponed model implementation.

Community stakeholders, according to the 2008 Community of Learners Survey, agree that Iowa Lakes’ offers a variety of learning and goal-oriented activities for all citizens and that we do a good job of building partnerships. However, stakeholders feel Iowa Lakes should become more involved in the community by expanding continuing education programming and partnerships with business for employee training and retraining.

**Competition**

Iowa Lakes is competing with other community colleges and 4-year universities. Four community colleges are within a 100 mile radius of Iowa Lakes; the nearest is only 23 miles north in Minnesota. For profit institutions offering online degrees are another source of competition for the college. Iowa Lakes is also competing with industries that have a high demand for workers, including the Wind Energy and Biorenewable fuels industries. Students interested in these fields can enter the workforce with minimal postsecondary education and make a living wage. Entry-level wind technician base salary ranges from $31,000 - $35,0001. Secondary students have the opportunity to take college courses while in high school at a reduced rate and often times transfer on to another community college or a four-year university, bypassing Iowa Lakes completely. Table 1 and 2 show cost comparisons among Iowa Lakes and private/public universities as well as other community colleges.

### Table 1 Iowa College Cost Comparison (one-year costs)

<table>
<thead>
<tr>
<th>Iowa Private Colleges/Universities (Average cost $29,094)</th>
<th>Iowa Public Universities (Average cost $14,600)</th>
<th>Iowa Lakes Community College (cost $9,846)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg. Tuition &amp; Fees</td>
<td>Avg. Tuition &amp; Fees</td>
<td>Avg. Tuition &amp; Fees</td>
</tr>
<tr>
<td>Avg. On-Campus</td>
<td>Avg. On-Campus</td>
<td>Avg. On-Campus</td>
</tr>
<tr>
<td>Avg. Room &amp; Board</td>
<td>Avg. Room &amp; Board</td>
<td>Avg. Room &amp; Board</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>* $9,846</td>
<td>* $9,846</td>
<td>* $9,846</td>
</tr>
<tr>
<td>Savings to attend Iowa Lakes</td>
<td>Savings to attend Iowa Lakes</td>
<td>Savings to attend Iowa Lakes</td>
</tr>
<tr>
<td>$19,248</td>
<td>$4,754</td>
<td>$4,754</td>
</tr>
</tbody>
</table>

*AAmount prior to financial aid or scholarships being applied*

Source: Your Course to College 2008-09 Iowa College Aid Commission

Iowa Lakes is a good value compared with both Iowa public and private universities as well as bordering Minnesota community colleges, but we face a challenge when compared to other Iowa community colleges (Table 2).

---

Table 2 Iowa Border Community Colleges’ Tuition and Fees Comparison

<table>
<thead>
<tr>
<th>College</th>
<th>Tuition and Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Iowa Area Community College, Mason City</td>
<td>$116.25</td>
</tr>
<tr>
<td>Northwest Iowa Community College, Sheldon</td>
<td>$124.00</td>
</tr>
<tr>
<td>Western Iowa Tech Community College, Sioux City</td>
<td>$124.50</td>
</tr>
<tr>
<td><strong>Iowa Lakes Community College</strong></td>
<td><strong>$137.50</strong></td>
</tr>
<tr>
<td>Riverland Community College, Austin MN</td>
<td>$153.01</td>
</tr>
<tr>
<td>Minnesota West Community College, Worthington MN</td>
<td>$160.31</td>
</tr>
</tbody>
</table>

Source: WIT Community College

4. Iowa Lakes’ goals for key organizational services are based on opportunities and are linked to Iowa Code, chapter 260C:
   • Provide appropriate personnel services.

Iowa Lakes’ employs 245 full-time and 52 regular part-time employees (at least 1040 hours but less than 2080 per year). Iowa Lakes has a payroll of approximately 475; the remainder of part-time employees are primarily adjunct instructors, nursing clinical, or continuing education instructors. Faculty education level is listed below in Table 3. The faculty bargaining unit is affiliated with the Iowa State Education Association.

Table 3 Faculty Educational Level

<table>
<thead>
<tr>
<th>Faculty Educational Level</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist</td>
<td>2</td>
</tr>
<tr>
<td>Diploma or Certificate</td>
<td>9</td>
</tr>
<tr>
<td>2-year Degree (AA or AS)</td>
<td>6</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>23</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>52</td>
</tr>
<tr>
<td>PhD</td>
<td>3</td>
</tr>
</tbody>
</table>

Iowa Lakes has a total of five campuses and a separate administration building. Campuses are located in Estherville, Emmetsburg, Spencer, Spirit Lake and Algona. The Administration Building houses the president and some cabinet members and is located off campus in downtown Estherville. All are located within a 65 mile radius. The distance between campuses creates the need for dual roles at different locations. Some administrative positions are required to travel between campuses but their offices are staffed full-time by clerical positions at all or some of the campuses based on need. Most full-time faculty positions are based at one campus and faculty teach over the television system; only six faculty members commute between campuses to teach. Only 25% of our courses are taught by part-time or adjunct instructors with most being in the evening.

Iowa Lakes Community College work organization follows the outline shown in the College’s organizational flow chart (page 51).

The Board of Trustees sets policies and procedures through monthly board meetings. The administration of the college is headed by the President and his Cabinet. Cabinet meets bi-monthly or more frequently, if needed. Each cabinet member has leadership over specific divisions of the college and is responsible for functional and budgetary operations. A supervisory team that consists of all cabinet members and supervisors meets quarterly or more as needed for policy/procedure, communication and training needs.
The existing organizational structure reflects the needs of a multi-campus operation. Centralized administrators are responsible for their functional operations on a district-wide basis. These areas include academics, finance, facilities, human resources, planning and development, and institutional advancement. Each campus is headed by a campus dean who is responsible for overall operation of their geographic/functional divisions. Student financial aid, records and registration (registrar), enrollment management, and some student services (including admissions and athletics) are shared between campuses. These areas have offices staffed full-time with clerical staff and share a director or Dean who travels and has scheduled time at specific campuses.

5. Iowa Lakes Board of Trustees, made up of seven elected members, meet monthly. The board and the president are responsible for guiding and directing all operations and activities of the college within the limits of the college’s mission and values. The President reports to the Board of Trustees and heads the President’s Cabinet, whose members are the administrators of the college (Organizational Flow Chart pg. 51). The President’s Cabinet meets twice a month to discuss policy and procedure changes as well as continuous improvement initiatives. Annual board and cabinet retreats are held to develop processes that align with the college’s mission and core values. A Supervisory Team consisting of all administrators and supervisors meet monthly to enhance communication. All purchases require supervisor approval; purchases over $5,000 require board approval. Iowa Lakes follows Governmental Accounting Standards Board (GASB) accounting standards. Numerous committees (as discussed further in category five) have been organized to focus on specific areas and initiatives within the college. The Collegewide Improvement Team serves as the primary committee to communicate and enhance AQIP initiatives. Monthly board meetings are televised, board meeting minutes and agenda are sent via email to all employees, and all committee meeting minutes are available to employees via the college shared drive.

Iowa Lakes Board of Trustees is involved in the Iowa Association of Community College Trustees (IACCT) and appropriate Iowa Lakes’ administrators participate in the Iowa Association of Community College Presidents (IACCP), Iowa Community College Business Officers (IACCBO), Iowa College and Universities Business Officers (IACUBO) and Chief Academic Officers and Human Resource associations.

Iowa Lakes’ mission, vision, core values and collegewide goals, as adopted by the Board of Trustees, play a part in every aspect of the college and are reflected in college documents including the Strategic Plan and the Board Policy, which also references the Iowa Code.

6. Iowa Lakes’ goals for supporting organizational operations are based on opportunities and are linked to Iowa Code, chapter 260C:

- Extend opportunities for personal and professional growth that are responsive to the dynamic needs of the individual and society.

Iowa Lakes strives to provide numerous opportunities for students to grow and learn, and provide organizational operations to support these opportunities (tables 4 and 5). Support goals are supported by office space, personnel and necessary technology.
### Table 4 Key Student Support Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Provided Services/Facilities/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookstores</td>
<td>College bookstores are open to students and the community in Emmetsburg, Estherville and Spencer campuses. Textbook services are available on the Algona and Spirit Lake campuses.</td>
</tr>
<tr>
<td>Campus Housing</td>
<td>Campus housing is available to students in Emmetsburg, Estherville and Spencer.</td>
</tr>
<tr>
<td>Food Service</td>
<td>Campus food service is available to students, faculty and staff in Emmetsburg and Estherville.</td>
</tr>
<tr>
<td>Library Services</td>
<td>College libraries and computer labs are available to students at all campuses.</td>
</tr>
<tr>
<td>Technology</td>
<td>Computers are available to students in the computer lab and/or library at each campus. Internet access is available with designated wireless “hot spots”.</td>
</tr>
</tbody>
</table>

### Table 5 Key Administrative Support Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Provided Services/Facilities/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions: recruiting, enrollment management, registration, retention</td>
<td>Admission Counselors, Enrollment Management Team, Admissions Support Staff, Registrar and Dean of Enrollment Management.</td>
</tr>
<tr>
<td>Finance and Administrative Computing: oversee general budget, certify budget submissions, monthly internal reports, independent audit, purchasing, accounts payable, accounts receivable, payroll, investment decisions, Datatel support</td>
<td>Chief Financial Officer, Business Office Staff, Administrative Computing Staff.</td>
</tr>
<tr>
<td>Human Resources: employment categories and compensation, contracts, staff development activities, reporting, employee handbook</td>
<td>Vice President of Administration, Affirmative Action Officer, and HR staff.</td>
</tr>
<tr>
<td>Institutional Advancement/Foundations: Alumni and Friends, scholarships, friend and fund raising, Presidents Circle, We Believe annual giving campaign (college and community), planned giving</td>
<td>Executive Director for Institutional Advancement and staff.</td>
</tr>
<tr>
<td>Marketing: publications, advertising, printing services, Web site, public relations</td>
<td>Executive Director of Marketing and staff.</td>
</tr>
<tr>
<td>Physical Plant: building construction, repair and maintenance, custodial services, grounds, safety, OSHA, EPA, Haz Mat</td>
<td>Executive Director of Physical Plant, maintenance and staff.</td>
</tr>
<tr>
<td>Planning and Development: grant and proposal development, Institutional Research, reporting, assessment, program review, research, strategic planning</td>
<td>Executive Director of Planning and Development and staff.</td>
</tr>
</tbody>
</table>
7. Iowa Lakes collects and stores a variety of information. Datatel, the primary information support system, is used to manage and distribute student record and financial data. Iowa Lakes is a member of ACCES (Alliance of Community Colleges for Electronic Sharing), a consortium of Iowa community colleges that share support and costs associated with Datatel. Iowa Lakes is also a member of CAST (College Alliance Sharing Technology), which is a consortium of four community colleges organized for sharing administrative costs associated with the Datatel software system. Datatel and CAST are used to generate reports for required state and federal reporting. Reports are also generated to assist in scheduling, budget allocation and institutional research. Each employee has appropriate access to Datatel based on job requirements. Numerous survey and report data is stored on the college’s shared drive. A variety of data is also stored in hard copy, including employee evaluations in human resource files and program review data in program files.

Iowa Lakes administers numerous student and faculty surveys and assessments (Table 1.1, pg. 18 and 3.1, pg. 36), including AQIP Examiner and the College Assessment of Academic Proficiency (CAAP). Iowa Lakes also participates in the National Community College Benchmarking Project (NCCBP) and receive Regent’s reports from the three public Iowa universities. The results from these surveys and assessments, along with state and federal reporting requirements represent a large portion of the data that is collected and distributed for dissemination.

8. Iowa Lakes FY09 collegewide goals address key collegewide commitments. Any new initiatives are measured against what impact they will have on the goals listed below.

**Collegewide Goals**
- Student success rates will show continuous improvement and stay above state and national averages.
- Increase enrollment in Arts & Science transfer and in all programs not at enrollment capacity. Provide facility and staff support to accommodate programs with enrollments beyond capacity.
- Fund 1 annual revenues should exceed expenditures by an average of 2% annually.
- Develop additional staff training to enhance instruction, student and academic support services.

**Opportunities and Vulnerabilities**
Iowa Lakes Collegewide Improvement Team met November 2007 to formalize a list of critical issues facing the college (table 8.1, pg. 85). These issues include fiscal stability, enrollment/recruitment, advising, improved technology infrastructure and inadequate number of IT technicians, program expansion costs, aging Iowa Lakes’ workforce, academic rigor, marketing to new target markets, providing services to and support to underprepared students, and maintaining positive staff attitude.

Three new AQIP Action Projects have been developed based on the listed critical issues and join the Advising for Success Action Project implemented in 2005.
- Action Project Building Credit Hour Enrollment: Iowa Lakes is experiencing a period of declining credit hour enrollment; causing a financial strain on the institution. This action project addresses two of the four collegewide institutional goals: increased enrollment and financial stability.
- Action Project Increase the Financial Stability of Iowa Lakes Community College: Addresses one of the four collegewide goals; Fund 1 annual revenues should exceed expenditures by
an average of 2% annually. All college employees will be engaged in discussions and activities designed to increase operational efficiency and revenues.

- **Action Project Utilize Input Regarding Strategic Marketing Plan:** There are multiple marketing opportunities across the five campuses of Iowa Lakes Community College. This project develops a focused enrollment-related marketing plan in order to reverse the decline. Data will be used to guide in the development of the process and to identify targeted strategies/plans of action.

9. Iowa Lakes’ goals for key organizational services are based on communities and are linked to Iowa Code, chapter 260C:
- Extend the scope of college resources through active partnerships with agencies in the service area.

Iowa Lakes values partnerships and collaborations and continually works to strengthen existing relationships and grow new associations. These relationships provide timely information related to student and community needs and provide numerous opportunities for local and regional partnerships for education.

**Collaboration**

Numerous collaborations exist between Iowa Lakes and various organizations and institutions. Iowa Lakes partners with area high schools to administer and support Perkins and Tech Prep funds. We partner with seven other Iowa community colleges to form the Iowa Community College Online Consortium (ICCOC) to offer individual classes and associate degrees online. Iowa Lakes provides office space in Spencer, Spirit Lake, Estherville and Emmetsburg to Buena Vista University, a four year educational university, to provide bachelor degree completion transfer services to our students. Iowa Lakes and Briar Cliff University offer a 2 + 2 program which allows students with a two year degree to work towards a bachelor’s degree at the Algona or Estherville campus. Iowa Lakes and Iowa State University have an Admissions Partnership Program, allowing students special benefits when transferring to Iowa State with an associates’ degree. Students who intend to pursue a bachelor’s degree at Iowa State have the opportunity for advising at both schools, transfer credit evaluation and numerous student services and opportunities. We work with the University of Iowa, College of Nursing to offer classes for registered nurses to complete the Bachelor of Science in Nursing (BSN) at Iowa Lakes. Iowa Lakes and the University of Iowa also have a 2 + 2 Guaranteed Graduation Plan, allowing students’ early access to Iowa advisors, a university email account, and numerous student services and opportunities. In addition, Iowa Lakes’ students can earn a Bachelor of Applied Studies degree through University of Iowa Continuing Education without being on the university campus.

Iowa Lakes, Emmetsburg campus, partners with the City of Emmetsburg and the citizens of Palo Alto County to operate the Arthur and Audrey Smith Wellness Center/Library Complex. Iowa Lakes, Estherville campus, partners with the Estherville Lincoln Central School District for the use of college softball and baseball fields. Iowa Lakes, in all five communities, partners with the area school, medical and emergency teams to response to community emergencies. All plans are flexible to accommodate the needs of the communities. Additional key collaborative relationships are further discussed in category nine.
1P1. Iowa Lakes’ current definition of general education (figure 1.1) and the requirements for the general education core were approved by Academic Council and Iowa Lakes Board of Trustees in 1998. General education requirements have been defined for Associate of Arts degree, Associate of Science degree, Associate of Applied Science degree, and Diploma. Common student learning objectives are based on established discipline-specific mission statements and learner outcome goals (listed in Organizational Overview 1, page 2). All faculty are encouraged to consider these faculty-identified, commonly agreed upon, learning outcomes when reviewing data to make data-driven decisions.

Figure 1.1 Iowa Lakes Definition of General Education

<table>
<thead>
<tr>
<th>General Education is intended to provide breadth of learning to the community college experience. General education imparts common knowledge, promotes intellectual inquiry, and stimulates the examination of different perspectives, thus enabling people to function effectively in a complex and changing world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education is not exclusively related to a student’s technical, vocational, or professional field, but is a part of a degree or diploma that prepares all students to meet personal, social and lifelong learning needs.</td>
</tr>
<tr>
<td>At Iowa Lakes Community College, general education encompasses both curricular patterns and/or cognitive experiences appropriate to the length and content of the prescribed program. The general education requirement includes college-level experiences which develop student capabilities in - and understanding of [a] oral and written communication; [b] critical thinking; [c] numerical data; [d] scientific inquiry; [e] ethical, global, historical and social issues; and [f] appreciation for the fine arts.</td>
</tr>
<tr>
<td>The general education component at Iowa Lakes Community College is developed at the institutional level through faculty governance structure, using criteria appropriate to the institution’s mission, state guidelines, and requirements of applicable accrediting bodies.</td>
</tr>
<tr>
<td>Iowa Lakes Community College will continuously clarify, articulate, publicize and assess its general education program.</td>
</tr>
</tbody>
</table>

1P2. Specific program learning objectives are determined various ways. Career and Technical Education objectives, in some cases, must comply with program specific licensing or accrediting agencies. Learning objectives for CTE programs are largely based on advisory committee input. Arts and Science learning objectives are largely determined by curricular disciplines. Learning objectives are translated into syllabi the faculty teach. The statewide common course numbering initiative, which eases transferability among community colleges and regent universities, contributes to matching common learning objectives. When appropriate, student learning objectives must comply with the Iowa Department of Education and the Iowa LACTS (Liaison Advisory Committee on Transfer Students) articulation committee.

1P3. New programs complete a collegewide approval process. A needs assessment is completed to determine if a program will be competitive, and if so an advisory committee is formed. Research of similar programs at other institutions is completed. Existing faculty or a hired consultant design draft curricula to be approved by the Curriculum Committee. Additional approval is needed from Iowa Lakes Board of Directors and Iowa Department of Education.
1P4. Academic programming is designed through a needs assessment and advisory committees as discussed in 1P3. Iowa Lakes strives to be responsive to industry requests. Most career and technical programs at Iowa Lakes have on-site clinical experiences, on-the-job training or internship requirements. Due to the rurally isolated nature of our college district, it is necessary to creatively collaborate with the marketplace, other educational institutions and colleagues to leverage available resources.

1P5. Student preparation is determined at the program level. Program faculty decide the prerequisite skills needed for a particular program. Entrance testing is completed for all new students, and students are placed in courses dependent on the results. For instance, Wind Energy program students are required to be proficient at intermediate algebra or a higher math level before taking wind-specific courses. If a student interested in Wind Energy is not proficient at this level they will be placed accordingly and admitted to the program after appropriate courses have been successfully completed.

1P6. Information for current and prospective students is presented in a variety of ways, including: Iowa Lakes’ marketing materials, college catalog, catalog course descriptions, Viewbook, Web site, program web pages, class syllabi, media ads, and continuing education catalog. Information is also disseminated via mailings, open houses, campus visits, high school admissions visits, college fairs, orientation, during on-campus camps, and discussed during outreach programs, career days and county fairs.

Admissions: Admissions personnel assist students in finding a good college fit. This is reflected in the counseling done at college fairs, high school visits, presentations for career programs, and various other settings. Publications and web information reflect the same focus:
- Admission bulletin: admissions procedures, costs, financial aid, scholarship and housing information, student services, campus visit and an application are provided in addition to detailed program descriptions and course suggestions. This includes many of the planning and process details of a catalog without course descriptions.
- Applications: students can apply online or via a hard copy application.
- Mini Viewbook: a condensed version of the bulletin with costs, financial aid, scholarship and housing information as well as capsule descriptions of programs and transfer requirements used for occasions when prospective students want information without the detail of the bulletin.
- Programs of Instruction: a flyer with a list of programs, costs, housing, financial aid and scholarship information as well as contact numbers and visit information used primarily as a quick handout for career and college fairs or for high school second or third visits.
- Campus visit brochure: encourages prospective students to make a visit to campus, gives an idea of what to do and what to expect and is sent with a letter inviting students for a campus visit.
- Program brochures: give specific career and program information about an individual program. Brochures are sent with letters from program advisors, also inviting prospective students to campus.
- Web site: all admission information includes the Iowa Lakes’ web address for prospective students to find additional information about programs, financing college, and student services. http://www.iowalakes.edu

Counseling: counseling staff are available to assist students in college planning prior to registration or after. They provide transition information at summer orientations and help students and their families prepare for college entry.
Registration Services: The registrar’s office provides information about academic policies and procedures.

- **Catalog**: A yearly catalog is available online and in limited print version. It describes academic policies and procedures for new students, returning or continuing students and incoming transfer students. Graduation requirements for associate degrees and diplomas are outlined as are course descriptions and program requirements.

- **Course Schedules**: Listing of courses offered by semester at each campus and via online and Ed2Go.

- **WebAdvisor**: Online registration, course selection and prerequisite screening are available through WebAdvisor as well as a program progress evaluation. Information is available to both students and their advisors.

- **Prerequisite Mismatch Report**: The registrar’s office prints a report of students registered for courses for which they do not have appropriate prerequisites each semester. Students and/or advisors are individually contacted to rectify problems.

- **Graduation Application**: Available to students both online and via hardcopy.

- **Degree Audit**: Done by the registrar’s office upon application for graduation the semester before planned graduation.

1P7. Resources and personnel are available to help students’ select appropriate programs.

**Admissions**: Admissions professionals counsel students one-on-one about the steps required to achieve academic goals. Their experience helps them provide information necessary for career planning, career and college decisions, appropriate preparatory courses and strategies to acquire necessary skills. Admission Counselors also work with high school counselors in addition to college counseling and development to prepare prospective students for the academic demands of the career. In addition to high school visits, admissions counselors attend career and college fairs, perform junior and senior advising, work with middle school events and provide professional admissions support for high school counseling offices.

**Career Resource Center**: Career counseling, interest inventories, skills assessments and workplace information are available through the career counseling center. Myers-Briggs, the Strong Interest Inventory and others are available. Students can also use CHOICES online to seek information about the academic requirements of various career fields. Students have access to IowaCareer.net, a statewide job and resume posting site that matches employers and qualified students. Students will soon have access to OptimalResume, an online job posting site that will allow both students and alumni to develop and post resumes and portfolios online. Students can also use OptimalResume to practice interview skills and interact with Iowa Lakes’ Career Resource center staff for suggestions to improve job seeking documents and skills.

**Counseling & Success Center**: ASSET, COMPASS, ACT and converted SAT scores are used to evaluate basic math, reading and English skills. Students are counseled into mandatory developmental courses as appropriate for their preparation. Noel-Levitz risk evaluations, the Entering Student Survey and the Learning Styles Assessment are three tools used to counsel students based on their needs and learning style.

**ASPIRES and Success Center**: Free tutoring and peer tutoring are provided through these programs once students self-identify their need. Assessments (CLEP, LSA, NL, ACT, ASSET, COMPASS) are used to quantify a students level of preparedness.
In addition to the services listed above, Iowa Lakes hosts career days, college fairs and campus visits, and promotes faculty advising and online resources.

1P8. Iowa Lakes has mandatory assessment and placement; if student scores show deficiency in reading, writing or mathematics, they are required to enroll and satisfactorily complete developmental courses. Student preparedness is determined in part by ASSET/COMPASS/ACT scores and high school transcripts. Students with no previous test scores are assessed in the success center; students whose scores are in the developmental range can retest. College level scores or satisfactory completion of developmental writing and math courses are needed before students may register for college-level English and mathematics courses. Students needing developmental reading courses are not restricted from taking college classes. Underprepared students are referred to the Iowa Lakes Success Center, whose mission is helping underprepared students prepare, prepared students to advance and advanced students to excel. Success Centers offer academic and career assessment, academic support, career and personal counseling, educational equity programs, vocational rehabilitation services, ABE/GED instruction, and independent study in preparatory or college credit courses. Success Centers are located at each Iowa Lakes campus. Most services are provided free of charge to students.

- **Academic Assistance:** students request individual tutoring, proofreading assistance and help in developing good study skills.
- **Developmental Classes:** preparatory classes in reading, writing and mathematics are available to build student skills before taking college level courses.
- **CLEP Testing:** The College Level Examination Program testing is available to students in a variety of subjects for potential college credit.
- **ABE/GED:** high school completion programs provide adult students core high school courses. Preparation for the GED exam is also available.

1P9. Differences in learning styles are detected through the use of the Learning Styles Analysis (LSA). LSA measures how students learn best via six categories: attitudes, brain dominance, environmental preferences, physical needs, sensory modalities and social situations. All entering freshman students take the online assessment in class at the beginning of the semester. Results are shared with students and faculty. Faculty have access to both individual results and group profiles.

1P10. Iowa Lakes strives to meet the special needs of student subgroups. All four-plex housing units are ADA compliant and a housing unit in Emmetsburg is reserved for students with special needs. Requests for accommodations (including extended test time, alternative test settings and test readers) for students with disabilities are arranged through counseling services. Every campus has a Success Center and is equipped with a Kurzweil Reader machine. Access to Vocational Rehabilitation services is available on two campuses. Iowa Lakes offers the SAVE program, a secondary transitional program for students on a current Individualized Education Plan (IEP); as well as the Career Orientation Center (COC), which assists students in becoming self-sufficient in daily living and in selecting a vocational goal appropriate to their individual abilities and interests. The ASPIRES program supports four-year degree seeking, low income, first generation students and students with disabilities. To meet the needs of both commuter and on-campus students, all campuses have student commons areas with Cyber Cafes. Meal tickets are available for food service for commuter students and off-campus students not on the meal plan. The Third Age College, available to anyone interested but geared toward the 55+ population, is offered for continued learning and education.
1P11. ARC (Assessment Review Committee) helps define, document and communicate expectations for effective teaching and learning. ARC membership includes representation from each campus and the following areas: CTE faculty, Career Option faculty, Arts and Science faculty, adjunct faculty, developmental education, secondary programs, continuing education, enrollment management, Planning and Development Office and CAO. This wide-reaching membership allows the committee to maintain effective communication among faculty and staff.

Effective teaching and learning is further documented via annual faculty evaluations, survey and assessment responses and results, and the program review process. Before Graduation Survey responses document student feedback of learning. The survey, administered to all students the semester before graduation, asks ten questions related to developing skills and experience necessary for further education or employment. Survey responses are shared with program faculty as well as the program review teams during the program review process. In addition, the Student Opinion Survey (SOS), administered every other year to a sample of credit classes, helps to document student satisfaction with college programs and services. Alumni Survey responses further document student satisfaction with education/training received at Iowa Lakes. CAAP (Collegiate Assessment of Academic Proficiency) testing allows Iowa Lakes to document and communicate outcomes of general education programs.

New Teachers Workshop, conducted annually during inservice week for all new faculty members, introduces institutional assessment and effectiveness in higher education. The workshop covers such topics as the importance of assessment in the context of federal, state, regional and local expectations; how assessment will affect faculty and what documentation is required to fulfill reporting requirements.

In addition, faculty and staff are encouraged to pursue professional development opportunities and share best practices to enhance effective teaching and learning.

1P12. Iowa Lakes considers the needs of its current and potential students when developing an effective and efficient course delivery system. Community and student focus groups, surveys, and advisory committee input are considered when identifying and evaluating current course delivery systems and considering adjustments or additions. For instance, students and stakeholders were recently surveyed regarding course delivery preferences and potential interest in compressed day academic schedules and various online formats. A four-day course schedule pilot was initiated by faculty and staff at the Spencer Campus during fall 2008 as a result of student input. FY07 community open houses led to expanding our Biorenewable Fuels Technology program to an evening certification program for career changers. Courses are offered day, evening and weekend as well as face-to-face, over the Iowa Communications Network (ICN), online, and in the Ed2Go format. A variety of courses are also available during the summer, for independent study through the Success Centers and as fast track (compressed-time format) courses. The Practical Nursing and Associate Degree Nursing programs are offered as full-time daytime programs as well as part-time Evening/Weekend programs. Continuing Education and non-credit courses, programs, seminars and community service activities are offered in a timely manner convenient to students. Customized training is specifically designed for area businesses and industry on a schedule convenient to the business and employees.

1P13. Iowa Lakes uses various tools to determine the currency and effectiveness of our programs.
Iowa Lakes’ curriculum committee meets regularly to review and approve new course proposals and courses with content changes of 20% or more.

All career and technical programs maintain an advisory committee made up of individuals from business and industry who meet annually or biannually to review program course offerings, objectives and outcomes.

Iowa Lakes’ program review process aligns with the Iowa Administrative Code #46.7(4). One-fifth of the career and technical programs are reviewed every year and are on a five year rotation. New programs are entered into the program review rotation three years after their initial fiscal year start date. The program review process reviews curriculum, objectives, facilities, and equipment in regard to the program outcomes and needs. Feedback is received from faculty and staff regarding strengths, challenges and recommendations. Program Review follow-up meetings with program faculty, CAO, CFO and Executive Director of Planning and Development are held to determine the program course for the next five years.

Student survey data is also compiled to help determine the effectiveness of programs. The Before Graduation survey is given to students in all programs and compiles a variety of information including this program helped me to develop/improve the technical skills I need for a job in this field and this program has exposed me to new techniques in this field.

Alumni follow-up survey questions include my program/area of study provided the educational foundation for further learning. As part of the student evaluation process, data is complied and shared with program coordinators and program review team members.

1P14. Program or course change requests typically originate from program advisory boards or faculty and are usually based on industry and employer changes in the workplace. Substantial changes in a course or program are required to be brought before the Curriculum Committee for approval. The choice to discontinue a course originates at the discipline or program level with administrative input. The choice to discontinue a program is a joint administrative and faculty decision driven by low enrollments after a comprehensive study of how the program may be revitalized is undertaken and additional resources provided as necessary to support study findings. Once the decision to discontinue a program is finalized, the Iowa Lakes Board and the Department of Education are notified.

1P15. Learning support needs for students are determined via assessments at entry and formative assessments during courses. Assessment results determine additional tutoring or learning services requirements. Services availability is communicated to faculty at all-staff inservice and discipline meetings.

First and foremost, faculty are dedicated to student success and strive to have each individual succeed. In addition, numerous support services are available at Iowa Lakes. ASPIRES (supported by a federal TRIO grant) provides support services to help students complete academic studies at Iowa Lakes and transfer to a four year college or university. Success Centers provide free tutoring and peer tutoring. Additional online support services include electronic databases and resources available through the library, Turn-it In plagiarism software and SMART Board online tutoring. Through a federally-funded Title III project and in collaboration with the ICCOC, a Student Services Concierge monitors class participation and academic performance of all online students. Personal intervention is made by Consortium, online faculty, and student services personnel for students identified as at-risk.
Campuses monitor student use of learning support services and adjust hours to respond to needs. Examples include expanded hours for computer labs, libraries and tutoring services during finals weeks.

1P16. Students are encouraged to participate in a variety of student activities to enhance learning and personal growth. Over 40 clubs and organizations on four campuses provide opportunities in pre-professional, special interest, social and community services. There are additional student activities that align co-curricular goals with curricular learning:

- **Athletics**: A variety of sports teams participate in intercollegiate athletics.
- **Intramural Sports**: A variety of team and individual sports are offered to students at Emmetsburg and Estherville.
- **Presidential Honors**: Provides cultural and intellectual activities for talented students.
- **Publications/Communications**: Broadcast program students bring various live events (athletic and music events, commencement) to the public via Web casting. The events are available live or archived and can be viewed on the computer. The Spindrift is a monthly student-run newspaper. Prairie Smoke, an annual literary magazine, offers students, faculty and staff the opportunity to share writing and art samples.
- **Student Senate**: The elected governing body for students is present on all five campuses. Members discuss student life, plan student activities and act as the communication link between students and staff.
- **The Lakes Art Center**: Showcases student, faculty and staff art at an annual spring show.
- **Core Book**: A core book is selected annually as part of a cross-curriculum effort in several classes. The purpose is to promote conversations and stimulate critical thinking.
- **Convocations**: Iowa Lakes’ annual convocation and lecture series are free and open to students and the public.
- **Music**: A variety of opportunities are available to students to participate and showcase musical talents, including Coffeehouse events that are open to the public.

An Iowa Lakes core value is to include diverse ideologies, cultures, perspectives and opportunities in the college experience. Students are exposed to various opportunities through the many co-curricular activities listed above.

1P17. Iowa Lakes uses a variety of methods to determine that students have met our learning and developmental expectations.

- All programs complete an **Occupational Proficiency** of Graduates and Non-Graduate Completers form for program graduates. The definition of occupational proficiency is the program completer attains 90 percent or higher of the occupational competencies determined (by the college program faculty) to be critical for employment. This data is also used to complete year-end reporting for the Iowa Department of Education.
- Former student and alumni surveys help determine student perspective and how well prepared students are for further education and employment. The employer survey and program advisory committees provide feedback regarding student preparedness and skills knowledge.
- Regent university reports provide such student transfer information as GPA, retention and graduation rates. Individual programs receive reports from state and national licensing exams comparing our students to state and national averages. National Community College Benchmarking Project (NCCBP) provides comparison data on a wide variety of topics.
- **CAAP** testing determines the amount of growth students have achieved from the time they entered until the semester before graduation in five subject areas.

Data is shared within the college via a variety of reports and with appropriate committees.
1P18. The Assessment Review Committee (ARC) is a collegewide committee responsible for assessing student academic achievement as an essential component of evaluating overall institutional effectiveness. ARC sponsors annual CAAP testing for students who have earned 45 credits and enrolled part-time without earning a degree. This assessment helps Iowa Lakes measure proficiency growth in key subjects. ARC is also charged with the Program Review process, reviewing existing CTE programs annually on a five year cycle. Assessment is also discussed, and input provided, at Arts and Science discipline meetings and program Advisory Committee meetings.

1R1. Iowa Lakes regularly collects information regarding students' learning and development. Table 1.1 summarizes the measures used to collect and analyze such information.

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Type of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Student Opinion Survey (SOS)</td>
<td>Survey tool administered every other year to a cross-section of all students.</td>
</tr>
<tr>
<td>Advisory Committee feedback/Employer satisfaction/Internship feedback</td>
<td>Qualitative feedback on preparedness of graduates.</td>
</tr>
<tr>
<td>Before Graduation and Alumni Survey</td>
<td>Quantitative and qualitative feedback on how well student program and the college prepares graduates.</td>
</tr>
<tr>
<td>CAAP testing</td>
<td>Quantitative comparison tool in critical thinking, mathematics, reading, science and writing skills.</td>
</tr>
<tr>
<td>Certification/Licensing Exams</td>
<td>Results compared to national standards.</td>
</tr>
<tr>
<td>Individual program pre- and post-testing</td>
<td>Quantitative comparison tool indicating growth in learning.</td>
</tr>
<tr>
<td>Noel-Levitz College Student Inventory</td>
<td>Administered to new students during the first week of classes to help predict student retention.</td>
</tr>
<tr>
<td>Perkins performance benchmarks</td>
<td>Quantitative performance level for students enrolled in career and technical education programs.</td>
</tr>
<tr>
<td>Skills USA, BPA, DECCA</td>
<td>Measure skills mastery.</td>
</tr>
<tr>
<td>Transfer performance report from Iowa’s four-year universities</td>
<td>Quantitative data regarding transfer gpa, retention and graduation.</td>
</tr>
</tbody>
</table>

1R2. Performance results for common student learning and development objectives:

**CAAP Results**: Viewing proficiency growth in terms of cohort mean provides a panoramic snapshot of classroom impact on student academic achievement.

- Math: The level of mathematics proficiency is at the forefront of the current national debate regarding the nation’s ability to compete in the global economy.
Iowa Lakes Community College  
October 2008

Table 1.2 Math Proficiency Levels

<table>
<thead>
<tr>
<th>Cohort Mathematics</th>
<th>2005 Entrance</th>
<th>CAAP</th>
<th>2006 Entrance</th>
<th>CAAP</th>
<th>2007 Entrance</th>
<th>CAAP</th>
<th>2008 Entrance</th>
<th>CAAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A.</td>
<td>4.5</td>
<td>3.9</td>
<td>3.9</td>
<td>4.2</td>
<td>4.7</td>
<td>4.0</td>
<td>4.6</td>
<td>4.3</td>
</tr>
<tr>
<td>A.S.</td>
<td>4.0</td>
<td>3.5</td>
<td>3.7</td>
<td>3.6</td>
<td>4.1</td>
<td>3.7</td>
<td>1.9</td>
<td>3.7</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>6.0</td>
<td>3.6</td>
</tr>
<tr>
<td>All CAAP</td>
<td>4.2</td>
<td>3.7</td>
<td>3.8</td>
<td>3.9</td>
<td>4.3</td>
<td>3.9</td>
<td>4.8</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Comparing the entrance and exit levels of proficiency provides an illustration of academic growth in the math discipline.

Figure 1.2 CAAP Math Outcomes

Mathematics: Entrance to CAAP 2008 Skill Level Linkage

- Reading: Reading proficiency is essential for success in courses across the curricula. A snapshot view of CAAP cohort mean entrance and exit scores for reading indicate skill growth is as expected after the first two years of college.

Table 1.3 Reading Levels of Proficiency

<table>
<thead>
<tr>
<th>Cohort Reading</th>
<th>2005 Entrance</th>
<th>CAAP</th>
<th>2006 Entrance</th>
<th>CAAP</th>
<th>2007 Entrance</th>
<th>CAAP</th>
<th>2008 Entrance</th>
<th>CAAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A.</td>
<td>5.1</td>
<td>5.6</td>
<td>5.1</td>
<td>5.1</td>
<td>4.7</td>
<td>5.4</td>
<td>5.0</td>
<td>5.5</td>
</tr>
<tr>
<td>A.S.</td>
<td>4.3</td>
<td>4.8</td>
<td>4.3</td>
<td>4.5</td>
<td>4.3</td>
<td>4.9</td>
<td>4.3</td>
<td>4.9</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>5.8</td>
<td>6.1</td>
</tr>
<tr>
<td>All CAAP</td>
<td>4.6</td>
<td>5.2</td>
<td>4.8</td>
<td>4.8</td>
<td>4.4</td>
<td>5.2</td>
<td>4.8</td>
<td>5.3</td>
</tr>
</tbody>
</table>
Figure 1.3 CAAP Reading Outcomes

![Reading: Entrance to CAAP 2008 Skill Level Linkage](chart)

- Writing: Mean scores indicate students’ skills progressed at a slightly better than expected rate for writing.

Table 1.4 Writing Levels of Proficiency

<table>
<thead>
<tr>
<th>Cohort Writing</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entrance</td>
<td>CAAP</td>
<td>Entrance</td>
<td>CAAP</td>
</tr>
<tr>
<td>A.A</td>
<td>5.1</td>
<td>6.0</td>
<td>4.2</td>
<td>5.7</td>
</tr>
<tr>
<td>A.S.</td>
<td>4.2</td>
<td>5.4</td>
<td>3.4</td>
<td>5.3</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>All CAAP</td>
<td>4.5</td>
<td>5.7</td>
<td>3.8</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Figure 1.4 CAAP Writing Outcomes

![Writing: Entrance to CAAP 2008 Skill Level Linkage](chart)

- Science Reasoning: Completion of the CAAP Science Reasoning test is optional for students. It was added to the CAAP testing process in 2005 at students’ request. Of the 107 students completing the 2008 CAAP, 80 (75%) chose to complete the Science Reasoning proficiency assessment. Two in every three (66.2%) students completing this assessment scored at the national proficiency level for college sophomores.
Figure 1.5 CAAP Science Reasoning Outcomes

CAAP 2008 Science Reasoning Outcomes by ACT Level

Noel-Levitz Results:
Table 1.5 Noel-Levitz Comparison Data:

<table>
<thead>
<tr>
<th>Cohort Characteristic</th>
<th>Fall 2007 Vo/Tech Cohort</th>
<th>Fall 2007 Arts/Science Cohort</th>
<th>Fall 2006 Cohort (all programs)</th>
<th>Fall 2005 Cohort (all programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students in Cohort</td>
<td>264</td>
<td>446</td>
<td>694</td>
<td>682</td>
</tr>
<tr>
<td>Students in Cohort with Dropout Potential</td>
<td>#</td>
<td>37</td>
<td>141</td>
<td>389</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>14%</td>
<td>31.6%</td>
<td>56.1%</td>
</tr>
<tr>
<td>Students Needing Academic Assistance</td>
<td></td>
<td>37 (14%)</td>
<td>170 (38.1%)</td>
<td>338 (48.7%)</td>
</tr>
<tr>
<td>Students Needing Career Counseling</td>
<td></td>
<td>62 (23.4%)</td>
<td>51 (11.4%)</td>
<td>318 (45.8%)</td>
</tr>
<tr>
<td>Students Needing Personal Counseling</td>
<td></td>
<td>91 (34.4%)</td>
<td>62 (13.9%)</td>
<td>158 (22.7%)</td>
</tr>
<tr>
<td>Students Highly Receptive to Help</td>
<td></td>
<td>34 (12.8%)</td>
<td>167 (37.4%)</td>
<td>320 (46.1%)</td>
</tr>
<tr>
<td>Hours Student intend to work while attending college</td>
<td>1–10 hrs 19.3%</td>
<td>20.4%</td>
<td>18.3%</td>
<td>17.3%</td>
</tr>
</tbody>
</table>
Student Opinion Survey (SOS) Results:

Figure 1.6

**Student Satisfaction with Educational Programming**

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2004</th>
<th>2006</th>
<th>2008</th>
<th>Nat'l Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge Offered by Program of Study</td>
<td>4.15</td>
<td>4.00</td>
<td>4.10</td>
<td>4.00</td>
<td>4.05</td>
<td>4.05</td>
</tr>
<tr>
<td>Preparation for Chosen Occupation</td>
<td>3.95</td>
<td>3.85</td>
<td>3.95</td>
<td>3.85</td>
<td>3.90</td>
<td>3.90</td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td>3.85</td>
<td>3.75</td>
<td>3.85</td>
<td>3.75</td>
<td>3.80</td>
<td>3.80</td>
</tr>
<tr>
<td>Testing/Grading System</td>
<td>3.70</td>
<td>3.65</td>
<td>3.70</td>
<td>3.65</td>
<td>3.70</td>
<td>3.70</td>
</tr>
</tbody>
</table>

1R3. Performance results for specific program learning objectives: Each degree has general education outcomes specific to the career or education pathway. Looking at subject area skill within each credential provides perspective as to impact of course requirements on degree/career pathway preparation. Examples of cohort comparison, by degree type, for writing are below.

Figure 1.7 CAAP AA Writing Comparisons

<table>
<thead>
<tr>
<th>Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
<th>Level 8</th>
<th>Level 9</th>
<th>Level 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA/Entr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA/CAAP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1R4. Completers have the knowledge and skills required by stakeholders: Career and Technical programs at Iowa Lakes have strong performance in graduate skill attainment, graduation, transfer and placement.
AQIP Category One: Helping Students Learn

Table 1.6
CTE Programs: Perkins Performance Indicator Outcomes, FY02 – FY07

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>1P1 Technical Skill Attainment</th>
<th>2P1 Credential Attainment</th>
<th>3P1 Student Retention/Transfer</th>
<th>4P1 Student Placement</th>
<th>5P1 Nontrad Participation</th>
<th>5P2 Nontrad Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY02</td>
<td>95.01%</td>
<td>NA</td>
<td>NA</td>
<td>40.50%</td>
<td>42.40%</td>
<td>36.40%</td>
</tr>
<tr>
<td>FY03</td>
<td>91.90%</td>
<td>NA</td>
<td>NA</td>
<td>23.50%</td>
<td>36.10%</td>
<td>38.90%</td>
</tr>
<tr>
<td>FY04</td>
<td>86.10%</td>
<td>NA</td>
<td>NA</td>
<td>8.30%</td>
<td>42.90%</td>
<td>39.40%</td>
</tr>
<tr>
<td>FY05</td>
<td>95.53%</td>
<td>NA</td>
<td>NA</td>
<td>64.56%</td>
<td>30.12%</td>
<td>28.24%</td>
</tr>
<tr>
<td>FY06</td>
<td>95.29%</td>
<td>NA</td>
<td>NA</td>
<td>68.24%</td>
<td>20.42%</td>
<td>7.63%</td>
</tr>
<tr>
<td>FY07</td>
<td>95.24%</td>
<td>50.46%</td>
<td>76.56%</td>
<td>70.82%</td>
<td>13.00%</td>
<td>41.30%</td>
</tr>
<tr>
<td>IA Lakes Mean</td>
<td>93.18%</td>
<td>50.46%</td>
<td>76.56%</td>
<td>45.99%</td>
<td>30.82%</td>
<td>31.98%</td>
</tr>
</tbody>
</table>

| FY09 State Target | 82.06%                        | 44.02%                    | 71.79%                        | 71.78%               | 21.76%                   | 39.76%                |

Source: Iowa Department of Education, Division of Community Colleges & Workforce Preparation (2008).

A growing number of four-year colleges require CAAP completion to attain “junior” status or as a graduation requirement. Achievement of CAAP “national proficiency” provide graduates with documentation of basic skills employers, nationwide, value in new hires.

Table 1.7 2008 CAAP National Proficiency by Degree Cohort

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Writing</th>
<th>College Math</th>
<th>Reading</th>
<th>Critical Thinking</th>
<th>Science Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>51.70%</td>
<td>82.46%</td>
<td>50.00%</td>
<td>56.89%</td>
<td>65.22%</td>
</tr>
<tr>
<td>AS</td>
<td>39.02%</td>
<td>55.00%</td>
<td>41.46%</td>
<td>38.46%</td>
<td>67.74%</td>
</tr>
<tr>
<td>AAS</td>
<td>87.50%</td>
<td>62.50%</td>
<td>37.50%</td>
<td>37.50%</td>
<td>67.67%</td>
</tr>
<tr>
<td>Total</td>
<td>49.53%</td>
<td>70.48%</td>
<td>45.79%</td>
<td>48.57%</td>
<td>66.25%</td>
</tr>
</tbody>
</table>

1R5. Performance results for learning support processes:
Student Opinion Survey (SOS): According to SOS data, approximately one in six Iowa Lakes students use academic support services. Student satisfaction with these services is high.

Figure 1.10

Satisfaction with Academic/Support Services

- Career Resource Center
- Counseling Services
- Iowa Lakes Tutoring
- Support Services Overall

2008 CAAP 2009 SOS 2014 SOS
AQIP Category One: Helping Students Learn

Iowa Lakes tracks students’ general education proficiency outcomes, CTE program competency attainment, and educational outcomes. Looking across credentials and programs, Iowa Lakes’ retention and graduation rates are positive when compared with national and Iowa community college peers (Figure 1.12).
Figure 1.12

Student Outcomes for Fall 2006 (all) Students; 2003 Freshman Cohort Graduation Rate


CAAP Results: Iowa Lakes 2008 CAAP cohort test scores (Table 1.8) are comparable to mean CAAP scores of sophomores nationwide, regardless of whether students attend a two-year or four-year college.

Table 1.8 CAAP Cohort Test Scores

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Writing</th>
<th>Usage/</th>
<th>Rhetoric</th>
<th>Math Composite</th>
<th>Basic Algebra</th>
<th>College Algebra</th>
<th>Reading</th>
<th>Arts/Literature Reading</th>
<th>Social Science/Science Reading</th>
<th>Critical Thinking</th>
<th>Science Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Yr + 4 Yr Sophomores</td>
<td>63.2</td>
<td>16.6</td>
<td>16.7</td>
<td>57.1</td>
<td>14.8</td>
<td>14.6</td>
<td>61.4</td>
<td>15.2</td>
<td>15.9</td>
<td>61.5</td>
<td>60.4</td>
</tr>
<tr>
<td>2 Yr Public Colleges</td>
<td>62.1</td>
<td>16.1</td>
<td>16.1</td>
<td>56.2</td>
<td>14.2</td>
<td>14</td>
<td>60.5</td>
<td>14.9</td>
<td>15.4</td>
<td>60.9</td>
<td>59.2</td>
</tr>
<tr>
<td>Iowa Lakes 2008</td>
<td>62.6</td>
<td>16.4</td>
<td>16.4</td>
<td>56.8</td>
<td>14.5</td>
<td>14.4</td>
<td>60.7</td>
<td>14.6</td>
<td>16</td>
<td>61</td>
<td>60.4</td>
</tr>
</tbody>
</table>

Large numbers of Iowa Lakes sophomores continue to achieve national proficiency in one (85.1%) or more subject area. As a cohort, the percent of students achieving national proficiency increased on the college math (70.5% – 2008; 65.6% - 2007) and writing (49.5% - 2008; 46.7% - 2007) tests and remained stable for reading (45.8%). A slight decrease was seen in critical thinking (48.6%) and science reasoning (66.3%) scores for the cohort.
Figure 1.13 National Proficiency Trend Data

Iowa Lakes Community College
October 2008

Iowa Community College Online Consortium (ICCOC) Results:
Figure 1.14 ICCOC Completion Rate

National Community College Benchmarking Project (NCCBP) provides comparative data among voluntarily participating two-year colleges regarding student course retention, completion and success (defined as grade C or above) for both developmental (preparatory) and college-level courses in core academic skill areas. Iowa Lakes participated in NCCBP for the first time in 2007. Selected results follow for Iowa Lakes in comparison to our Iowa community college peers participating in 2007 as well as the “national” cohort of colleges (176 institutions in 2007).
Figure 1.15 Student Retention in College-Level Credit Courses

Figure 1.16 Completer Success Rate (Grade C or Above)

Figure 1.17 Percent A and B Grades Collegewide
AQIP Examiner results (figure 1.18) reveal Iowa Lakes outranks other similar organizations in all categories for Helping Students Learn. As noted in 1I2, two of Iowa Lakes’ collegewide goals are directly related to student success.

Figure 1.18

AQIP Examiner Category 1: Mean Results

1. Ensuring that our learning objectives for students are aligned with our institution's mission, vision, and philosophy.
2. Reaching agreement on our common student learning objectives.
3. Designing new academic programs.
4. Placing students in courses for which they are appropriately prepared.
5. Keeping our students aware of our learning and performance objectives.
6. Defining good teaching.
7. Ensuring that our faculty members have the skills and resources they need to teach well.
8. Collecting and analyzing regularly a set of measures of students' learning -- to assess what our students have actually learned.

1I1. Recent improvements to student learning include:

- **Discipline review process.** Starting FY09, each Associate of Arts discipline (science, mathematics, English/communications, humanities/social science and business) will be reviewed on a five-year rotation with a similar review process as that of the program review process. The discipline review process will review curriculum, objectives, facilities, and equipment in regard to the program outcomes and needs.
- **New pilot for advisory committee meetings.** FY08 the Wind Energy program advisory committee met in a working session to review course syllabi to determine if the objectives and outcomes met business and industry needs. Courses were revised accordingly to meet industry demands. During FY09 inservice this strategy was presented to career and technical faculty as a means to strengthen advisory committees and help better respond to constituent needs.
- As a result of AQIP action project *Advising for Success*, a plan has been developed to **expand student advising services.** Student focus groups were held on three campuses to gather input regarding advising. An Academic Advising flow chart was published and a permanent Academic Advising Team has been established.
• Extended service hours. Beginning FY09 all campuses provide services to students until 6:30 p.m. to better serve evening students and visitors. In addition to extended service hours, a four-day school week is being explored to better serve commuter students, students working and going to school and students with additional commitments.

• Revised program requirements. Summer 2008, the Registrar’s office worked with all program faculty to update AS28’s and ensure the updated data is reflected in the college catalog, bulletin, Web site and program evaluation/degree audit.

• Iowa Lakes Developmental Education department is seeking national certification from National Developmental Education Association (NADE); which will demonstrate the commitment of the developmental program to continuous and systematic assessment and evaluation.

112. The Collegewide Improvement Team, made up of employees from all classifications, is designed to select processes to improve and set targets for improved performance. The collegewide goals for FY09 include:

• Student Academic Outcomes: Student success rates will show continuous improvement and stay above state and national averages.

• Student Enrollment: Increase enrollment in Arts & Science transfer and in all programs not at enrollment capacity. Provide faculty and staff support to accommodate programs with enrollments beyond capacity.

• Financial Health: Fund 1 annual revenues should exceed expenditures by an average of 2% annually.

• Staff Development: Develop additional staff training to enhance instruction, student and academic support services.

All program, discipline and area annual report goals identified which collegewide goals they were linked to, and how the activities will change/improve student outcomes.
2P1. Non-instructional processes are designed to further our mission and new processes are designed to not only enhance our mission but complement the collegewide goals listed in 1I2. Responsibility to coordinate these activities represents a vertical slice of the institution.

Table 2.1  
<table>
<thead>
<tr>
<th>Key Processes (non-instructional)</th>
<th>Operate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni and Friends Association/Iowa Lakes Community College Foundation</td>
<td>The Association promotes Iowa Lakes and helps support students through activities and scholarships; the foundation works to secure friends and funds to advance the mission, vision and goals of Iowa Lakes.</td>
</tr>
<tr>
<td>Convocations</td>
<td>Annual series of events aimed at enriching cultural awareness. All convocations are open to the public, free of charge and held at both the Emmetsburg and Estherville campuses.</td>
</tr>
<tr>
<td>Grants and Other Externally-funded Projects</td>
<td>A centralized grants office provides leadership and resources for developing funding proposals to external funding agencies (federal, state, local, private) that support college mission, goals and priorities.</td>
</tr>
<tr>
<td>Industry Training, Retraining/Economic Development</td>
<td>Provides short courses, program, seminars and community service activities to industries, communities and local school districts and has the ability to respond quickly to demands in the community. Services to small business owners are offered through the Small Business Development Center (SBDC).</td>
</tr>
<tr>
<td>Institutional Effectiveness/ Institutional Research/Strategic Planning</td>
<td>Institutional Effectiveness (including learner outcomes assessment and reporting and surveys), Institutional Research (including state and federal reporting and NCCBP) and Strategic Planning (including department/discipline annual reporting and strategic plan update) promote data usage for continuous improvement and meet state and federal reporting requirements.</td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td>Opportunities to attend numerous sporting events including baseball, basketball, cross country, golf, soccer, softball, volleyball and wrestling.</td>
</tr>
<tr>
<td>Iowa Lakes Scholarship Foundation</td>
<td>Iowa Lakes has two scholarship foundations; one serves primarily the Estherville campus and was originally established to build dormitories. The second was established in 1994 and actively sponsors a multitude of funding raising activities supporting student scholarships, academic and other college operations. The foundations have 30 members who oversee five trusts/endowments.</td>
</tr>
</tbody>
</table>
AQIP Category Two: Accomplishing Other Distinctive Objectives

### Table 2.1 continued

<table>
<thead>
<tr>
<th><strong>Key Processes (non-instructional)</strong></th>
<th><strong>Operate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakes Art Center</td>
<td>Iowa Lakes’ partners with Lakes Art Center to showcase student work and host fundraising event open to the public.</td>
</tr>
<tr>
<td>Music</td>
<td>Numerous opportunities to attend live music events, including but not limited to, a madrigal, musical, Coffeehouse events, annual church choir festival and handbell performances. A community sponsored band and jazz band (including students and community members) as well as Many Voices Choir (a community choir which practices at the college) hold numerous concerts throughout the year.</td>
</tr>
<tr>
<td>Student Clubs/Student Senate/Service Learning Projects</td>
<td>Students participate in activities for leadership skills and community betterment. Service Learning activities are integrated into numerous general education and career and technical degree requirements</td>
</tr>
</tbody>
</table>

2P2. Institutional objectives evolve from the Collegewide Goals and strategic planning process and include those activities that are legislatively mandated (e.g. economic development). All faculty and staff are involved in identifying needs and setting goals. Committees and work groups are assigned to focus on developing specific strategies to meet goals. Team leaders head each task force and maintain an appropriate schedule of meetings and planning sessions that result in specific actions. Iowa Lakes continues to maintain a flexible attitude in addressing the changing needs of our constituents. Annual program advisory committee meetings and periodic community and student focus groups contribute perspective regarding emerging needs or perceived inability of the college to address current needs. This input is reviewed by administrators, faculty and staff, and programming/services are developed as appropriate to address priorities established as a result of this input. Responses may include new programming utilizing existing college revenues, development of external funding proposals to provide seed monies, or private donor fundraising activities.

2P3. Accomplishments and goals are communicated through the Strategic Plan and *Info in a Minute* (weekly electronic employee newsletter) emails sent to all employees. Expectations are communicated via appropriate meetings (committee meetings, all campus meetings, advisory board meetings, Board of Trustees meetings), publications and media releases, the college Web site and via face-to-face communications.

2P4. Iowa Lakes utilizes a strategic planning process that focuses on the needs identified by various segments of our communities, students, faculty and staff. At the collegewide level, the Collegewide Improvement Team prioritizes needs and enlists appropriate college units to act upon established priorities in a timely manner. The President’s Cabinet is involved in priority review and provides leadership for response strategies in collaboration with faculty, staff and unit supervisors.

2P5. Faculty and staff needs are determined through the strategic planning process. Question four of the Annual Discipline/Program Review form asks “what equipment, staff development and/or curriculum needs do you have to support accomplishing the above goals; estimate
associated costs.” All annual reports are reviewed by the department or program supervisor and responsible Cabinet member before being forwarded on to the Planning and Development office to be compiled into one Strategic Plan document. Objectives are assessed, reviewed and discussed by the college cabinet that meets twice per month. In addition to these bi-monthly meetings, smaller task force groups comprised of administrative personnel and members representing a cross-section of all college employees assess and review specific objectives. Faculty and staff needs must help fulfill the mission and objectives of the college and meet one of the four collegewide goals. Funding source requests may be fulfilled via college budget, grant funding sources or Institutional Advancement private donor resources.

2P6. The appropriate supervisor reviews all annual reports and the college cabinet discusses and makes recommendations for readjusting objectives and processes.

2R1. All non-instructional units submit annual reports with goals/objectives for the coming fiscal year and longer-term (three year) interval. Each must be tied to a collegewide goal/objective. At the same time, each unit reports on progress accomplishing goals established during the previous fiscal year.

Grants: Annually, more than $3 million in federal, state, local and private funds support short-term and on-going grant projects that leverage college resources and expand programming and services to internal and external stakeholders. Each of the approximately 25 external grant projects administered by Iowa Lakes during a given fiscal year has established performance goals associated with the project scope and funding agency expectations. Annual performance reports are written into the evaluation plan of all grant projects, and documentation to support outcomes submitted to the funding agency as well as the Planning and Development Office. Project outcomes are reviewed by the Cabinet and other college units and the need for continuing or additional grant-funded initiatives recommended.

Intercollegiate Athletics: All student athletes must meet the NJCAA (National Junior College Athletic Association) minimum grade requirements to stay eligible to play. Student athletes are required to complete and pass a grade progress report. The progress report is completed by the students’ instructors and reports student grades and absences. This allows for continual communication between faculty, students and coaches. Any student athlete who does not meet requirements will not participate in athletic competition. Graduation rates of student athletes are tracked yearly.

Cabinet members review financial and statistical information on a regular basis. The college’s computer data center issues timely reports for each area of the college, which are then reviewed, discussed and measured against previous data and projected goals and objectives. Our college also utilizes data from a statewide network of similar institutions, to measure performance goals.

2R2. Performance results:

Alumni and Friends and Foundations: Results can be found in Category 6 (Figure 6.14, pg. 71) and Category 9 (Figure 9.2 and 9.3, pg. 96)

Grant-funded initiatives have significant impact on collegewide priorities and outcomes annually. For instance, funding for ASPIRES (TRIO Student Support Services) has provided academic and financial support for 2,342 first generation and low income students since 1997.
Congressionally-directed projects have provided partial funding to construct a 1.65 MGW Wind Turbine that provides electrical power for the Estherville campus and a laboratory for the Wind Energy and Turbine Technology program. Other funds from this resource have developed curriculum for the Wind Energy and Biorenewable Fuels Technology program and purchased state-of-the-art laboratory equipment. As a result, program enrollments have burgeoned from 15 students in fall 2003 to more than 100 for fall 2008.

Funding from several National Science Foundation grants has developed curriculum, provided staff development opportunities for agriculture and science faculty, equipped science laboratories, and provided more than $120,000 annually in scholarships for STEM (Science Technology, Engineering and Math) majors at Iowa Lakes.

Similarly, multiple Title III grants have provided funding for faculty development, interactive TV and online curriculum development, distance learning delivery system infrastructure, and online student advising and support services. See student outcomes, page 27 (Figure 1.14, pg. 27 ICCOC Completion Rate).

Industry Training, Retraining and Economic Development: Review of annual results of clients served shows a steady growth pattern. Fiscal results of program operations and staff costs indicate a trend of improved internal and external efficiencies. In the past five years, Industry Training, Retraining and Economic Development have increased from approximately 7,000 program participants served on an annual basis to the current level of almost 13,000. Financial costs associated with operating these programs and services have decreased from an approximate $ 200,000 annual deficit to small-but-significant net profits.

2R3. Iowa Lakes results compare very favorably with our peer institutions of similar size. AQIP Examiner results (figure 2.1) reveal Iowa Lakes outranks other similar organizations in all categories for Accomplishing Other Distinctive Objectives.

Figure 2.1

AQIP Examiner Category 2: Mean Results

![AQIP Examiner Category 2: Mean Results](image)
1. Aligning our distinctive strategic initiatives with our institutional mission, vision, and philosophy.
2. Ensuring that our distinctive strategic initiatives complement our student learning goals.
3. Determining what distinctive strategic initiatives to pursue.
4. Communicating the goals of our distinctive strategic initiatives to our internal and external constituencies.
5. Agreeing on and regularly analyzing a set of measures of our other strategic initiatives.

2R4. Iowa Lakes’ results strengthen our institution through expanded and improved relationships with, and support from, our stakeholders. Iowa Lakes has an ongoing working relationship with a regional CEO network (business owners/managers) and specific segments of our stakeholders (health occupations, professional services, law enforcement, older learners, etc.).

Iowa Lakes' college publications and catalogs are timely and appropriate and reflect the messages and information we want to provide our stakeholders. Televised college board meetings showcase specific programs and activities and share timely information with our stakeholders.

External grant funds have expanded meaningful and ongoing relationships with funding agencies, other secondary and postsecondary institutions and business and industry. As a result, we are able to “do much more” together than any of us could accomplish alone.

2I1. Iowa Lakes involves our career and technical programs’ industry advisory committees in collaboration with internal faculty and staff to consistently analyze data and focuses on continuous improvement. Iowa Lakes subscribes to efficient practices and techniques as promoted by national and international organizations and private businesses (consultants and trainers), and staff participate in appropriate workshops, seminars and conferences.

2I2. Iowa Lakes sets targets for improvement by focusing on all aspects of the institution. College committees such as the Collegewide Improvement Team, Enrollment Management Team, Iowa Lakes Alumni and Friends, and Lakes Area CEO group provide recommendations for process improvements, projects and goals, as well as human resources to accomplish the work. If additional funding sources are required to support these recommendations, the Planning and Development (grants development) and Institutional Advancement (private fundraising) offices provide leadership and technical expertise to support strategies and goals.
3P1. Identifying and addressing the changing needs of students is targeted in two of our four Collegewide goals (student academic outcomes and student enrollment). A variety of tools are used to identify students needs (Table 3.1).

Table 3.1 Measures of Student Needs

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Type of Results</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Tests</td>
<td>Student entering proficiency</td>
<td>Prior to enrolling.</td>
</tr>
<tr>
<td>Entering Student Survey</td>
<td>Student demographic and educational information.</td>
<td>Annually at student orientation.</td>
</tr>
<tr>
<td>CAAP Assessment</td>
<td>Student proficiency in core subjects after two years general education</td>
<td>Annually for AA or AS students who have earned at least 45 credits and are enrolled at least part-time without earning a degree.</td>
</tr>
<tr>
<td>Noel Levitz</td>
<td>Identify students at risk of dropping out.</td>
<td>Beginning of each semester.</td>
</tr>
<tr>
<td>Student Opinion Survey</td>
<td>Student perspectives regarding the institution, including programs and services</td>
<td>Every other year</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>Employment information and program satisfaction</td>
<td>Annually</td>
</tr>
<tr>
<td>Admissions Visits</td>
<td>Student expectations of college.</td>
<td>Continuously</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>Appropriate class placement</td>
<td>Continuously</td>
</tr>
<tr>
<td>Midterm Grades</td>
<td>Identify potential problems services available to help.</td>
<td>Semester midterm</td>
</tr>
<tr>
<td>Focus Groups</td>
<td>Student expectations, suggestions and recommendations.</td>
<td>Varies</td>
</tr>
</tbody>
</table>

Placement tests are administered for reading, writing and math to ensure students are placed in the appropriate classes. One of Iowa Lakes’ collegewide goals is that student success rates will show continuous improvement. One benchmark associated with this goal is an annual 1% increase in the number of CAAP completers achieving national proficiency on each of the five tests (math, writing, reading, critical thinking, science reasoning). An Academic Outcomes report is shared annually with board members, Assessment Review Committee (ARC) members and appropriate discipline and career faculty for review. The report details CAAP information regarding academic growth between entrance and exit level testing, levels of proficiency and has AA, AS and AAS cohort skill level comparison data. This report enables faculty to use the data to help enhance current curriculum and pinpoint areas for improvement. Entering Student Survey and Noel Levitz results allow faculty and counselors to anticipate student challenges and develop processes to deal with them early on. Students who express concern about life and career planning are contacted personally and provided with resources to help in career selection.

Online student needs are identified via faculty observations/interactions, Online Advisory and ICCOC Student Services Concierge monitoring of individual student attendance and grade performance followed by intervention of those considered at-risk, and annual faculty/student services personnel planning activities to establish services enhancements goals and strategies.
3P2. Relationships with students are established from first contact. Academic advisors are assigned at first contact so students can connect a face with the college experience. A visit to campus is encouraged with every contact, whether written, face-to-face, or online. Campus visits are arranged on an individual basis to provide the student with the most realistic impression of what being a student at Iowa Lakes means.

We are an open enrollment institution. Only a small number of programs have specific requirements that must be met before the student is accepted into a program (ex: Nursing, Wind Energy). Once a student has visited and been accepted, contact with the college provides information about financial aid, scholarships, summer orientation (registration), housing, and College 101 (freshman first day). Contacts and information are designed to make prospective students comfortable and familiar with requirements.

Relationships are built even before the first campus visit as a high school student. Iowa Lakes hosts numerous programs for younger students including College for Kids, a variety of athletic camps for middle school students, high school jazz and chorus competitions, college fairs, career days, dual credit and Career Academy opportunities and federally-funded Upward Bound and Talent Search programs. Relationships continue from first contact through student organizations, clubs, music and athletics, to continuing education, Alumni and Friends and Third Age College.

3P3. Iowa Lakes uses numerous methods to analyze needs of stakeholders.

Table 3.2 Needs of Stakeholders

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Action</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential Students</td>
<td>Monitor high school enrollments, community demographics, high school admissions visits</td>
<td>Predict enrollment trends and enhance collaborative relationships</td>
</tr>
<tr>
<td>Current Students</td>
<td>Multiple surveys, focus groups and assessments</td>
<td>Needs assessments, student outcomes and opinions</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>Articulation agreements and transfer reports with four-year universities</td>
<td>Transfer success, including GPA, retention and graduation rates.</td>
</tr>
<tr>
<td>CTE Students</td>
<td>Advisory Committee feedback</td>
<td>Expectations of students, level of employability and satisfaction with graduates</td>
</tr>
<tr>
<td>Graduates</td>
<td>Alumni Survey, Alumni and Friends Association</td>
<td>Student satisfaction with level of training and preparation received at Iowa Lakes.</td>
</tr>
<tr>
<td>Employers</td>
<td>Employer Survey, Advisory Committee feedback</td>
<td>Employer expectations and satisfaction of employees.</td>
</tr>
<tr>
<td>Community</td>
<td>Community focus groups, surveys, demographic information (population, economic data, K-12 enrollment trend)</td>
<td>Information regarding changing demographics, needs and wants within the communities we serve.</td>
</tr>
</tbody>
</table>
Emerging needs are compared with our collegewide goals to see if they will further enhance our processes and performance. If the emerging needs are a good fit with the collegewide goals, the needs are incorporated into the strategic planning process and, when appropriate, matched with an appropriate funding source. Iowa Lakes strives to be responsive to the changing needs of stakeholders. Community of Learners Survey data, administered fall 2008, reveals almost 80% of stakeholders surveyed agree or strongly agree that Iowa Lakes responds quickly to changing educational needs in the community.

3P4. Relationships continue to develop through formal and informal contact. Iowa Lakes encourages faculty and staff participation on community boards, attendance at chamber of commerce meetings, participation in area parades, festivals and fairs, and through the Speakers’ Bureau. The Speakers’ Bureau is a listing of Iowa Lakes’ employees available to speak, free of charge, at various meetings. Annually Iowa Lakes has a presence at the Clay County fair. The fair, located in one of the five counties we serve, allows us exposure to over 300,000 fairgoers annually. Iowa Lakes’ employees and students staff three booths on the grounds, allowing us exposure to our primary stakeholders; current and potential students, alumni, and the community. Alumni and Friends and Foundation events throughout the year allow us to maintain contact with our stakeholders. Annual county-specific events, Homecoming and the We Believe Annual Giving Program (both internal for staff and external for the community) keep Iowa Lakes connected with stakeholders. Iowa Lakes shares numerous and varied press releases with the media that appear in area newspapers, local cable access channels, local radio and via the web. The Campus Insider Newsletter, geared toward parents, is available online and distributed to parents via email or postal mail two to three times per year. Each career and technical program, as well as the outlying campuses, have advisory committees that provide guidance and recommendations regarding current programming and emerging community/industry-specific needs.

3P5. New student and stakeholder needs are determined through analysis of demographics, changing economic needs within our communities and feedback from current and former students. The program review process is also another opportunity to determine additional areas that are not currently being served at Iowa Lakes. Spring FY08 all faculty and staff were asked to respond to the following question via an online survey: What other groups – external to Iowa Lakes campuses – have a major stake in our success in fulfilling our mission and purposes as a comprehensive community college? The graph below shows the outcomes.
3P6. Student complaints are reported and dealt with as directed in the catalog, Student Handbook (Students Rights and Responsibilities, grievance procedures, appeals procedures) and the Faculty Handbook or on an individual basis when other stakeholders are involved. Informal complaints are handled on an individual basis. Alumni, Former Student and Employer surveys as well as community surveys and focus groups are also mechanisms for collecting complaint information. To comply with federal regulations the college maintains records of the written and signed formal complaints filed. Policies, procedures and statistics relating to campus security and criminal actions on campus are provided in the student handbook and to applicants for admission and employment on request.

3R1. Student and stakeholder satisfaction is determined through surveys, focus groups, and advisory committee meetings. Survey results of student satisfaction are gathered from the Entering Student Survey, Student Opinion Survey, Alumni Survey and CAAP Assessment survey as discussed in 3P1. All continuing education students complete course evaluations at the end of each class. The most recent community satisfaction survey, the Community of Learners Survey was available online for stakeholder input fall 2008. Stakeholders were informed of the survey through press releases in area newspapers, local radio, local public access television channels and via emails and postcards sent to Program Advisory committee members.

During summer 2008 orientation, 479 Iowa Lakes entering freshmen completed the Entering Student Survey. These students indicated the top five major sources of information about Iowa Lakes included campus visits, parents/relatives, high school classmates, friends at college and college representative’s high school visit. 70% of surveyed students visited the Iowa Lakes Web site before making their college decision, and 54% took at least one college course for dual credit while in high school. This information reinforces the fact that relationships are built on first contact.

3R2. Survey data collected at various junctures in our students’ college enrollment illustrate the level of student satisfaction with their Iowa Lakes experience.

Student Trends in Level of Satisfaction with Iowa Lakes:
Based on historic trends, Iowa Lakes’ students’ perception of course rigor, quality of instruction in their major area, and preparation for their chosen occupation is similar to national trends.
3R3. As stated in 3P2, relationships with students are built from first contact. Our performance results for building relationships with students include the Enrollment Funnel which is shared collegewide annually through Enrollment Management Team.

Figure 3.5

3R3. As stated in 3P2, relationships with students are built from first contact. Our performance results for building relationships with students include: the Enrollment Funnel which is shared collegewide annually through Enrollment Management Team.

Figure 3.6

Figure 3.7 Enrollment Funnel, fall 2007 (first year students)
3R4. *Community of Learners Survey* data reveals stakeholders agree or strongly agree that Iowa Lakes provides quality, affordable education to students (93%), provides quality programs to prepare for job entry and pre-professional career education (100%), and offers a variety of continuing education to all citizens (92%). The majority of stakeholders feel that Iowa Lakes provides quality education, and will use Iowa Lakes’ program and services in the future (Figure 3.8).

Figure 3.8 Stakholder Satisfaction with Iowa Lakes, Community of Learners Survey, fall 2008

3R5. Over 87% of stakeholders surveyed through the *Community of Learners Survey* agree or strongly agree that Iowa Lakes is doing a good job of building partnerships with business, industry, government and other colleges. Over 90% of those surveyed feel Iowa Lakes works cooperatively with K-12 schools, colleges and universities to offer programs and services to our communities. Nearly 96% of those surveyed feel Iowa Lakes extends access to education for all of our communities through online and interactive TV classes. 90% of stakeholders surveyed feel Iowa Lakes is an important part of the community, and nearly 86% feel Iowa Lakes has a good reputation in the community.

3R6. A new study of Iowa community college students transferring to Iowa State University provides a unique perspective of students’ satisfaction with their community college experience. More than 600 Iowa community college transfer students (22 from Iowa Lakes Community College) participated in the study conducted by Frankie Santos Laanan and Larry H. Ebbers of ISU. The study, *Iowa Community College Transfer Students: Profiles, Experiences, and Perceptions* (2008), revealed that respondents generally felt their community college experience...
prepared them for oral and written communication required to be successful at ISU. They also reported increased stress levels and a dip in GPA post-transfer.

When asked what their respective community colleges might have done to facilitate transition to Iowa State, students felt they needed:
• Time management skills,
• Test-taking skills,
• Advisors to be more knowledgeable about the transferability of credits, and
• Advisors to challenge them to take more difficult classes.

Fewer than 2 in 5 met with community college advisors on a regular basis.

Comparison of community college and ISU course learning-related activities:
• 61.4% took detailed notes in class at ISU; only 39.4% reported taking detailed notes at their community college.
• 37.9% reported visiting with ISU faculty and seeking advice on class projects v. 46.1% when at their community college.
• 28.1% visited often or very often with ISU faculty after class v. 52.1% with their community college instructors.
• 82.0% often tried to see how different facts and ideas fit together at ISU compared to 76.1% while attending community colleges.
• 46% did not work or worked less than 10 hours per week while attending ISU; 25.6% worked less than 10 hours per week while attending community college.

NCCBP: Iowa Lakes was recognized for best practice in 29 areas, including –
• 1st time/full-time student completion rate (Ranked nationally at 98%)
• Student persistence to the second term (Ranked nationally at 98%)

In terms of relationships with prospective students from the five county area, more than one in four area secondary students enroll at Iowa Lakes after high school graduation. This ranks in the 69th percentile among community colleges participating in the 2007 National Community College Benchmarking Project (NCCBP). Area market penetration statistics for credit (6.52% of district population) and non-credit (7.34% of district population) students ranked in the 94th percentile on the NCCBP study.

AQIP Examiner results (figure 3.9) reveal Iowa Lakes outranks other similar organizations in all categories for Understanding Students’ and Other Stakeholders’ Needs.
1. Identifying which groups to serve.
2. Listening to specific needs and requirements of those groups we serve.
3. Identifying and responding to the changing needs of those groups we serve.
4. Systematically collecting and analyzing the complaints we receive in order to improve.
5. Measuring the satisfaction of those we serve.

3I1. As a result of AQIP Project Advising for Success, a plan has been developed for a collegewide academic advising system centered around a fully staffed Academic Advising Center. This Center would utilize a hybrid advising approach developed as an AQIP Action Project and include input from virtually every college employee. During FY2008, faculty developed the framework for an operational model that would combine the “best” of our current Faculty-Advisor process with professional advising staff. This model specifically addresses identified gaps in advising Arts and Science transfer majors and part-time (primarily evening class enrolled) students. During this past year a Title III grant to initially fund an Academic Advising Center was submitted but not approved. Because finances are an issue, the ideas developed by the Advising for Success project will be implemented as funding allows.

3I2. A data-driven decision-making culture has been nurtured during the past decade. Significant progress has been made with several college committees using data to analyze various student enrollment and outcomes trends, but much is still needed before data-driven decision-making is firmly entrenched in the college culture. The Collegewide Improvement Team (membership is a vertical slice of the college) identifies collegewide priorities through a consensus process after considering issues brought forward from numerous collegewide standing committees and area-specific study groups. Purchase and implementation of Datatel system has greatly expanded access to data for decision making. This software will become more valuable as employees learn to more fully use the data-mining capabilities of the system.
4P1. Faculty credential requirements are set by the Professional Employees Standards Committee and are outlined in the College's Quality Faculty Plan in compliance with Chapter 279 of the Iowa Code. This plan is approved by the Iowa Lakes Board of Trustees and affirmed by the Iowa Department of Education/Division of Community Colleges and Workforce Preparation. When a position is vacated or created, a job description is reviewed or developed by the supervisor and Office of Human Resources for appropriate knowledge, skills, aptitudes and experience.

4P2. An application review scoring matrix is designed to give points for the required and/or desired education and skills set forth in the job description for the position. Applicants who do not meet the minimum qualifications for the position are not considered.

4P3. Iowa Lakes utilizes a hiring guide that outlines the specific procedures to use when filling a position. The Human Resources Office ensures that all hiring processes follow federal, state, and local guidelines including EEOC (Equal Employment Opportunity Commission) and AA (Affirmative Action). The supervisor must obtain permission from Human Resources to post a position vacancy. Prior to job postings, each position is scrutinized for potential restructuring or cross training opportunities. Advertisements are placed depending on the level of the position. A screening/interview committee with a minimum of three employees is used to assist the supervisor in the hiring process by narrowing the field of candidates using an Applicant Scoring Matrix which will help identify position qualifications and eliminate bias. Extra points are awarded for veterans and the disabled. The supervisor will select the applicant s/he believes is best suited for the position. The supervisor will take the committee's recommendations into consideration but will not be limited to them. Supervisors are not authorized to make an offer of employment, conditional or otherwise, until Human Resources complete reference checks. A criminal background check must be conducted on all applicants extended a conditional offer of employment. The Iowa Lakes Board of Trustees approves hiring of all candidates before employment is official.

Iowa Lakes Community College work organization follows the outline shown in the college’s organizational flow chart (page 51).

4P4. All new employees are oriented through Human Resources on policies and procedures. New faculty is assigned a mentor during their first year as set forth in the college’s Quality Faculty Plan document and participates in a multi-day New Teachers Workshop. New Adjunct instructors are required to attend adjunct orientation at the beginning of each semester. No formal orientation process is in place to orient non-instructional employees to the college. Individual supervisors are responsible for devising position and college-processes orientation as appropriate to the scope of personnel job duties. Additional collegewide orientations/updates on mandatory training such as bloodborne pathogens, sexual harassment and hazardous materials is covered at our all employee inservice each fall.

4P5. There is no formal plan in place to prepare for personnel changes except in cases of early notification of intended resignations or retirements.

4P6. Iowa Lakes does not have a formalized plan in place at this time.

4P7. Ethical behavior is expected of all Iowa Lakes Community College employees. The college complies with all applicable local, state and federal regulations regarding discrimination and/or
harassment. Fair and equal policies are implemented through the Board of Trustees, Human Resources, Affirmative Action and the Employee Handbook. Procedures for reporting any instances of unethical activity are in place and published in the student and employee handbooks and our Web site. The college also complies with any public disclosure laws. Unethical activity is dealt with through progressive discipline actions or termination depending on the severity.

4P8. Training needs are determined through various committees and administrative recommendations. Each full-time faculty member must, annually, complete a Continuing Professional Development Plan and submit to their Campus Dean and Human Resources Office. In addition, the Professional Employee Standards Committee recommends campus-based faculty training and works with administration for inservice training. Training may be separated according to discipline or special needs in different areas.

The Meet and Confer Committee, which is comprised of non-teaching professional staff, clerical and service workers, surveys employees in their groups to help determine the training needs of their peers. A recommendation is made and the committee works with administration to provide training that is most beneficial. Other training can be driven by software, equipment or institutional needs.

4P9. Various opportunities are available to faculty and staff for training and staff development. Employee tuition waivers for Iowa Lakes credit and continuing education courses, funding and/or leave for professional conferences and workshops, and in-house training and speakers are some examples.

Supervisory training sessions are held quarterly through the college’s Employee Assistance Program (EAP) to assist supervisors in dealing with employee issues. All employee inservices with various training opportunities are held twice a year. Updated training on computer software, safety, CPR/AED, teaching practices and equipment is available. Mandatory attendance is required for certain areas.

Private donations and external grant-funded projects supplement college resources to provide faculty and staff training. These resources are pursued as the result of needs identification processes described in 4P8 above.

4P10. Iowa Lakes considers evaluation of employees to be essential in attaining and maintaining a productive and efficient work force. Evaluation forms which are designed for specific classifications are used and distributed annually to supervisors for each of their employees based on their position. Evaluations are done in person on an individual basis between the employee and supervisor. Employees are allowed to respond to the evaluation in a "comments" section. Evaluations are returned to Human Resources for the employee’s personnel file. Human Resources ensures that all employees are evaluated annually. Employees also can evaluate their supervisor anonymously. An evaluation form is filled out and returned to Human Resources. Supervisor evaluations are used for the supervisor’s personal feedback and are compiled to remain anonymous before being returned.

Faculty are evaluated according to the collective bargaining agreement between the College and the Faculty Union. Language for evaluation is as follows:

A. Purpose
The purpose of the evaluation procedure is the improvement of instruction and the learning environment.

B. Evaluation

1. **General** - Within four (4) weeks of the beginning of employment, each employee shall be acquainted with the evaluation procedures by their immediate supervisor. The supervisor shall familiarize the employee with various evaluation criteria, instruments, instructional improvement aids, and other instruction-related resources of the college.

2. **Form** - The formal evaluation form shall reflect functional differences of job descriptions through the educational structure and as approved by the Board of Directors, and may differ from department to department. The form shall indicate the employee’s overall performance status and clearly indicate if that status is unsatisfactory.

3. **Process** - Each probationary employee shall be evaluated by their immediate supervisor not less than two (2) times per year. All other employees shall be evaluated by his/her immediate supervisor not less than one (1) time per year, but not more than once per term.

The completed copy of the formal evaluation form shall be shared and discussed with the employee at an evaluation conference, which includes the employee and the employee’s immediate supervisor, and which shall be held within ten (10) working days of evaluation. The employee shall have the opportunity to answer any part of the evaluation within ten (10) working days of the evaluation conference.

4. **Records** - The evaluation form shall be signed and dated by both parties. The employee’s signature indicates only awareness of its content. One copy of the form shall be given to the employee and one copy shall be included in the employee’s personnel file to be kept in the Human Resources Office.

5. **Accuracy of Evaluation** - The parties agree that the evaluation procedure shall be administered in a manner consistent with this article to reflect in the evaluation record accurate information.

4P.11. Recognition: Each year employees nominate their peers for outstanding employee in seven categories: 1) Classified Clerical, 2) Classified Other, 3) Professional Support A, 4) Professional Support B, 5) Faculty Arts and Science/Alternative High School/Counselors, 6) Faculty Voc/Career Option, Secondary Vocational and 7) Administrator. The winners are determined by votes from the supervisory team and the awards are presented at the all-employee inservice in the fall. At this same inservice employees are recognized for every five years of service, faculty academic title, and for obtaining a new educational degree.

Compensation for full-time faculty is determined by a collective bargaining agreement. The collective bargaining agreement specifies annual increases, pay for educational accomplishment, pay for overload and supplemental contracts. Wages and benefits are typically negotiated as a total package or percentage of the total expenditures made for faculty wages and benefits. Because Iowa Lakes funds 100% of the single and family premium for health/dental and vision insurance for all full-time employees, the percent of salary increase is determined by the annual increase in insurance. It has been the practice to use the same total package settlement for full-time non-faculty employees. Part-time employees usually receive the same percentage for salary increase as the full-time employees but no insurance benefits.
Other benefits received by full-time and regular part-time (1040 hours or more annually) employees include leave for personal and family sickness, vacation (non-faculty), personal days (faculty only), bereavement, and professional development. Tuition waivers are available for regular part-time and full-time employees and dependents of full-time employees. A retirement package through TIAA/CREF or IPERS is mandatory. The college also purchases life and long-term disability insurance and will reimburse up to $100 for a membership to a health or fitness club for full-time employees.

4P12. To determine key issues, Iowa Lakes Community College relies heavily on input from the Professional Employees Standards Committee (PESC) for faculty, the Meet and Confer Committee for classified and professional staff, and the President’s Cabinet for Administrators. The PESC and Meet and Confer Committee members are elected by the employees they represent and meet within their groups for input when communicating with the Administration. They often survey for staff development needs and work closely with Administration when planning in-service or training days.

The College also has used the results from the AQIP Constellation and Examiner surveys to determine the areas that employees feel require improvement.

4P13. The AQIP Examiner was administered for the first time fall 2007 and will continue to be administered every three years. Results from the survey will help evaluate employee satisfaction. A variety of committees, including the Collegewide Committee, Meet and Confer and Professional Employee Standards Committee, allows for collegewide dialogue to help evaluate employee satisfaction.

Employee health, safety and well-being is provided for through college-purchased full-time employee health insurance, reimbursement ($100) for a membership to a health or fitness club for full-time employees, life and long-term disability insurance and annual wellness screenings. Employees covered by college health insurance have access to a Medical Advocate Program (MAP) to obtain information to aid in choosing a health care provider. All employees, free of charge, have access to a counselor through an employee assistance program. Employees may also choose to flex a portion of their salary for medical costs and are eligible for an annual $150 wellness benefit.

4R1. The Constellation Survey, fall 2004, and AQIP Examiner, distributed the first time fall 2007, along with annual employee evaluations help gauge employee satisfaction. The Human Resources Office periodically conducts or participates in wage comparison surveys among the Iowa community colleges to ensure wages are appropriate.

4R2. As described in 4R4, Iowa Lakes compares favorably with other institutions and NCCBP results reveal two areas of best practices in Valuing People.

4R3. Iowa Lakes has experienced and dedicated faculty. Full-time faculty teach 74.7% of credit course hours and 72.9% of credit sections. The average Iowa Lakes faculty tenure is 10.9 years. Faculty attitude toward students and quality of instruction are among the top five areas of academic-related student satisfaction (ACT Student Opinion Survey, 2006). Both formal and informal student comments and survey data (Figure 4.1, pg. 49) indicate productive and effective staff. As one FY08 alumni survey comment indicated “Great college, great education and instructors.” Community of Learners Survey data reveals 90% of stakeholders surveyed agree or strongly agree Iowa Lakes’ faculty are highly qualified and dedicated to excellence in
teaching. FY08 Before Graduation survey results (Figure 4.2) indicate relatively high student satisfaction with faculty effectiveness.

**Figure 4.1 Student Opinion Survey Trends**

**Student Satisfaction with Faculty & Staff Interactions**

Figure 4.2 Summary of Results by Degree Type, Student Before Graduation Survey 2008

1. Program helped student develop technical skills needed for a job
2. Program helped student achieve career goals
3. Program helped student develop positive work attitude
4. Program helped student develop needed communication skills
5. Program helped student develop needed math skills
6. Program helped student develop needed critical thinking/problem solving skills
7. Program helped student develop necessary team skills
8. Program provided student with foundation for further learning
9. Program exposed students to new techniques in the field
10. Program provided student with experience necessary for career success

4R4. AQIP Examiner results (figure 4.3) reveal Iowa Lakes outranks other organizations in all but one category for Valuing People. Iowa Lakes ranks slightly behind (3.07 vs. 3.17) other organizations providing people with the training and development opportunities they need to be
successful in their jobs. Staff development is a FY09 collegewide goal: develop additional staff training to enhance instruction, student and academic support services.

Figure 4.3 AQIP Examiner Results:

1. Hiring people who share our mission, vision and philosophy.
2. Providing our people with the training and development opportunities they need to be successful in their jobs.
3. Aligning individual performance assessment and feedback with institutional objectives.
4. Motivating faculty, staff and administrators to improve their own performance.
5. Addressing faculty, staff and administrator job satisfaction and morale.
6. Gathering and analyzing regularly a set of measurements of our success in recruiting, hiring, orienting, developing and retaining good employees.

NCCBP results reveal two areas of best practices in Valuing People:
- 74.7% of credit sections taught by full-time faculty (Ranked nationally at 94%)
- 72.86% of college level courses taught by full-time faculty (Ranked nationally at 94%)

4I1. Starting FY09 supervisors were given the option to allow employees to flex schedules. All offices of the college are still covered during normal business hours, but this allows non-faculty staff additional flexibility while still maintaining full services to students.

4I2. As noted in 4P12, Iowa Lakes relies heavily on input from the Professional Employees Standards Committee (PESC) the Meet and Confer Committee and the President’s Cabinet to select process to improve and targets for improved performance.
AQIP Category Four: Valuing People
5P1. Fall 2006, administrators, faculty and staff, collegewide, participated in activities to review and update the college mission. A combination of campus-based discussions, facilitated work sessions, and collegewide voting on alternative proposals resulted in affirmation of the mission statement adopted by the Iowa Lakes Board of Trustees in 1995.

5P2. The Iowa Lakes vision, mission, values and collegewide goals provide the global view and overall parameters for college progress and continuous quality improvement. Measurable benchmarks provide the framework for assessing institutional performance. The process of setting directions in alignment with mission, vision and values is part of the strategic planning process. All programs and departments complete an annual report of goals and accomplishments and submit to their Cabinet-level supervisors, who in turn send it on to the Planning and Development office to be combined into one Strategic Plan. Annual reports link program/department goals to collegewide goals and the Strategic Plan reports the mission, vision and values of the college. The administrative team uses the information on the annual reports to determine needs and plan for change. The annual report and strategic planning process provides a consistent means of reporting and planning for needs. The administrative cabinet meets at least twice per month to review and make decisions on day-to-day operations of the college as well as discuss long-term goals and strategies for the college. The AQIP coordinator is a member of the administrative cabinet and ensures that AQIP and continuous quality improvement are continually discussed. Spring 2007, four collegewide goals were developed and reviewed by college employees and the Board of Trustees. All faculty and staff are asked to identify strategies to support one or more of these collegewide goals as part of the annual reporting process. During spring 2008, a total of 694 annual goals submitted as part of 64 program/department annual reports were linked to one or more collegewide goal (Table 8.4, pg. 85 shows the results of that planning process).

5P3. The needs and expectations of current and potential students and stakeholder groups are taken into account through the same process as described in 5P2. The annual report and strategic planning process reports the goals and needs of all program and departments and includes both CTE and Arts and Science students as well as the needs of the community. Advisory committees, student and other constituent focus groups, surveys, and other institutional research data also reflect the needs of the communities and other key stakeholders, and are utilized at all levels of the college and in decision-making and planning for the future.

5P4. College success in achieving the mission, vision and goals must be grounded in the everyday elements of college operations: classroom teaching and learning, student needs, program and discipline priorities, learning objectives, services provided by support programs and offices, and responses to community needs as well as global, national, state and local trends. Administrative team members are visible and active in the communities and receptive to the changing needs of our students and stakeholders. Administrators hold monthly faculty and staff meetings to disseminate vital information and listen to concerns and requests. A Collegewide advisory committee meets to discuss employer expectations and alumni strengths and make recommendations for improvement. The Planning and Development office and the Office of Institutional Advancement both seek opportunities for external funding to enhance current processes and pilot new initiatives. Data from surveys, focus groups and NCCBP is used to help make decisions and guide the strategic planning process. Employees are encouraged to serve on professional organizations and local community boards gleaning emerging trends and best practices which may be infused in current programming and future planning, and to attend professional development and disseminate information among employee and supervisor groups, which further impacts future planning and processes.
5P5. Iowa Lakes has been steadily moving toward a data-driven decision-making culture since the late 1990’s (Figure 8.1, p. 81). Current college committee and administrative structures provide both centralized and decentralized decision-making processes as appropriate to the scope of the activity.

The **President’s Cabinet** (President, Executive Vice President, Chief Financial Officer, Chief Academic Officer, Executive Director of Planning and Development, Executive Director of Institutional Advancement, Executive Director of Continuing Education and Economic Development, Executive Director of Facilities Management, Executive Director of Marketing, Dean of Enrollment Management, Dean of Emmetsburg Campus, Dean of Spencer Campus, Dean of Algona Campus, Dean of Estherville Campus, Dean of Spirit Lake campus and Chief Information Officer) provides the centralized structure for decision-making that impacts operations collegewide. Recommendations from employee groups, standing committees, study groups and task forces inform the decision-making process for this group.

**Annual Report/Strategic Planning Process:** As described in 5P2 each program and department submits an annual report, which taken as a whole, helps guide long-term staffing, programming, facility and equipment planning.

**Combined funding request:** Faculty submit program needs via one annual report process. An administrative team considers and prioritizes all requests and matches them with the appropriate funding source (ex. ACE, Values, Perkins, Technology and Equipment funds)

**Committees:** Numerous committees have been formed to focus on specific aspects within the college. These committees allow for study, discussion and solution-development of emerging trends, identified problems, and on-going operational and academic functions. All committees encourage open dialogue and candid discussion.

- **ARC (Assessment Review Committee):** Membership primarily from the faculty ranks but also representing a cross-section of other college student-serving functions provide leadership for student and institutional outcomes assessment.
- **Academic Review:** Administrators and voted faculty serve on a rotational basis. Review student appeals.
- **Collegewide Improvement Team:** Membership from a cross-section of the college. Mission: Improve college culture and processes to ensure a shared vision for success.
- **Curriculum Committee:** Administrators and voted faculty serve on a rotational basis. Review new curriculum or changes to present curriculum.
- **Enrollment Management Team (EM):** Membership from a cross-section of the college. Team set FY09 goal to maintain fulltime retention rate at or above 75% while increasing the part time retention rate from 19% to 21%.
- **Meet and Confer Committee:** Membership of non-teaching professional staff, clerical and service workers. Surveys employees to help determine training needs of peers.
- **Professional Employee Standards Committee (PESC):** Recommends training for faculty and works with administration for inservice training.
- **Program Advisory Committees:** Membership from each programs key employers, stakeholders and industry experts. Provide input into curriculum (including review of program competencies), equipment and level of staffing.
- **Standards and Policies:** Membership from a cross-section of the college. Look at procedures appropriate for current college conditions (such as cell phones in classrooms, student handbook policies).
• **Technology and Equipment Committee:** Administrator and technology staff membership. All collegewide technology and equipment requests over $500 are submitted to the committee for approval.

**Work groups:** Periodically, specific work groups (made up of members from the committees listed above) are formed to study and suggest solutions to specific problems. The most recent work group, made up of members from the Enrollment Management Team, met over the summer to determine how best to meet the needs of students and community members who use college facilities after 5:00 p.m. The result is a flex schedule for volunteers who sign up to work 4:30-6:30 to be available to answer questions and provide assistance.

**Program Review:** As stated in Category 1 pg. 16, every program is reviewed on a five year rotation. The reviews provide a good opportunity for program coordinators and faculty to make recommendations for change. During the program review follow-up meetings (including the Chief Academic Officer, Chief Financial Officer and Executive Director of Planning and Development) a program faculty-developed action plan responding to the review team recommendations is discussed and, if feasible, a timeline is put in place for strategic change with appropriate resources (financial and personnel) assigned.

**Academic Council and committees** (Curriculum, Policies and Procedures, Academic Review, Assessment Review) provide the framework for academic program decision making.

Committees and groups have been asked to set “fair” discussion rules to solve issues of importance, so the focus is on problem solving. Recommendations made by the means listed above are brought before the administrative cabinet and, if necessary, the Board of Trustees who discuss and vote to implement change. Since Iowa Lakes is a five campus college it is essential to have collegewide involvement in the decision making process.

5P6. It is a high priority to disseminate data to all college employees for use in decision making. Numerous reports are shared with the administrative cabinet, supervisors, faculty, staff and appropriate college committees. An all-staff email, *Info in a Minute*, is sent each week on a different topic. This one page informational piece relays important information and directs employees where to go or who to contact for further information. *Info in a Minute* topics for FY09 include (but are not limited to): fall and spring zip code (market penetration) reports, Entering Student Survey data, Noel Levitz, NCCBP, student loan update, collegewide goals, marketing update, FAFSA/scholarships/AS16 day count, e-recruiters and social networking, online education update, fall to spring retention report, CAAP, green campus, secondary programs and transfer placement.

Financial data (including all accounts payable over $5,000) is presented to the Board of Trustees monthly. Expenditures are initiated at the individual employee level and approved by the direct supervisor and business office. Physical Plant bidding procedures are mandated by law and include plans prepared by an architect or engineer and obtaining quotes from at least two contractors.

Annual reports are submitted from every area of the college, to be reviewed by supervisors and shared with the cabinet in a combined format. Performance results from annual reports are used to guide the college in improving processes or implementing change.

NCCBP results, first returned fall 2007, provide benchmarking data and help guide decision making.
5P7. Communication happens both formally and informally at Iowa Lakes.

**Formal Communication**
- Monthly Board of Trustees meetings. All meetings are open to the public and aired on the local access cable channel. Meeting minutes are public record.
- Bi-monthly cabinet meetings.
- Supervisors meetings. Information shared with the supervisors is disseminated within departments.
- Monthly all-campus meetings allow for vital data to be shared with faculty and staff and day-to-day concerns to be brought forward and discussed.
- Staff meetings
- Committee meetings (as listed in 5P5).
- Monthly president’s letter via email includes a letter from the president, new hires, important dates and additional pertinent information.
- Collegewide scheduling calendar, available through Outlook, can be viewed by all employees and updated by a select group. The calendar eases scheduling difficulties.
- Broadcast messages via phone to all employees. Broadcast messages are used to communicate technology issues, emergency situations (inclement weather) and collegewide accomplishments.
- Email messages sent via all-employee contact list. Email messages are used to communicate deadlines, requests for information and *Info in a Minute*.
- Iowa Lakes alert system, blackboardconnected.com, alerts employees and students to emergencies and threats to personal safety via landline phone, cell phone, email and/or text message.
- Electronic postings on shared drive (college computer network) allow all employees to share documents internally, including standard forms (Technology and Equipment form) and postings (daily announcements).
- Annual all-employee inservice. Employee attendance is mandatory.
- Marketing efforts. College information is communicated via the Iowa Lakes web, public service announcements, ads, program brochures and new releases.

**Informal Communication**
- Various service group presentations
- Word of mouth (water cooler and coffee table talk)
- Phone calls and email between individuals

5P8. The college’s mission, vision and values are published in numerous documents and via various formats. Annual Reports and strategic planning are linked with the colleges’ mission and vision. These goals are also reinforced at the collegewide inservice and the presidents opening remarks, reinforcing the good work the college does to adhere to these goals and the collegewide initiatives. A monthly President’s Newsletter is distributed electronically to all employees and each month highlights initiatives that support collegewide goals and/or emerging trends that impact college strategic priorities. Campus Executive Deans hold monthly all-campus meetings to provide updates on campus/collegewide initiatives.

5P9. As referenced in category four, leadership abilities are encouraged, developed and strengthened through professional development opportunities. Numerous retreats (board, administration, and committee retreats) are held annually to encourage leadership and communication. Employees are nominated annually to attend CLIC (Community College Leadership Consortium) or LINC (Leadership Institute for a New Century). These year-long
leadership training programs offered through Iowa State University are open to faculty and staff interested in developing leadership skills and/or aspiring to a college leadership role. Tuition waivers are available to employees for credit and continuing education courses offered by Iowa Lakes. Professional development is encouraged across all classifications.

5P10. As noted in 4P3, The Human Resources department has a standardized form for filling vacancies. Iowa Lakes does not have a formalized plan for leadership succession, but individual members of the administrative cabinet have addressed the issue. Cross-training on many functions in many areas of the college is encouraged. Iowa Lakes’ mission, vision, and values are communicated and reinforced a number of ways and employees are aware of the college’s commitment to them. Staff development opportunities and employee tuition waivers for Iowa Lakes credit and continuing education classes encourage leadership training. All faculty members participate in an academic title hierarchy based on years of employment and academic degree to encourage educational excellence. Employee honors, by category and nominated by fellow employees, encourage high performance, individual development and initiative.

5R1. In October 2004, Iowa Lakes initiated an employee climate survey process in preparation for the Vital Focus process. The 2004 process utilized the AQIP Constellation Survey. Phase Two of the process was implemented in fall 2007 using the AQIP Examiner. Data from both surveys are used to assess leading and communicating processes. The Constellation Survey along with January 2005 Conversation Day discussions underscored the need to address perceived communication gaps. The subsequent AQIP Examiner survey provided an opportunity to measure changes in employee perceptions. The AQIP Examiner will continue to be administered every third year.

5R2. AQIP Examiner Results (5R3 and figure 5.1) reveal Iowa Lakes outranks other organizations in five of the six categories for Leading and Communicating. Community of Learners Survey data reveals 89% of stakeholders agree or strongly agree that Iowa Lakes’ mission and educational offerings are well publicized to the general public.

5R3. AQIP Examiner results (figure 5.1) reveal Iowa Lakes outranks other organizations in five of the six categories for Leading and Communicating. Iowa Lakes ranks slightly behind (2.95 vs. 3.03) other organizations for creating opportunities for faculty and staff to learn and practice leadership skills. Staff development is a FY09 collegewide goal: develop additional staff training to enhance instruction, student and academic support services. As previously noted, the Professional Employee Standards Committee and the Meet and Confer committees recommend professional development and in-service topics.
1. Creating opportunities for faculty and staff to learn and practice leadership skills.
2. Making certain that leaders communicate a consistent set of values and expectations for ethics, social responsibility, and service.
3. Making sure that everyone understands and values the mission, goals, and direction of the institution.
4. Ensuring that leaders weigh relevant information and performance results in making decisions.
5. Making sure that leaders communicate decisions, strategies, and performance objectives throughout the organization.
6. Measuring how well our systems for leading and communicating are working.

5I1. Recent improvements in Leading and Communicating are explained in table 5.1.

Table 5.1

<table>
<thead>
<tr>
<th>Improvements</th>
<th>Action</th>
<th>Who Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple methods of communicating the same message</td>
<td>Iowa Lakes alert system notifies employees and students of emergencies and threats to personal safety</td>
<td>Internal staff, internal students and external stakeholders.</td>
</tr>
<tr>
<td>Increased opportunities for discussions with administrators</td>
<td>Administrators participating in discussion opportunities include President, Vice President, Chief Academic Officer, Chief Financial Officer, Executive Director of Planning and Development, and Dean of Enrollment Management</td>
<td>Internal staff, Internal students and external stakeholders.</td>
</tr>
<tr>
<td>Reinstated discipline meetings</td>
<td>Discipline faculty will meet on a regular basis</td>
<td>Internal staff and external stakeholders.</td>
</tr>
<tr>
<td>Improvements</td>
<td>Action</td>
<td>Who Benefits</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Follow up key meetings with posted minutes</td>
<td>Meeting minutes for key committee meetings are posted on designated areas of the shared drive and/or sent via email</td>
<td>Internal staff, Internal students.</td>
</tr>
<tr>
<td>Explored portal technology</td>
<td>Portal technology will allow employees and students to access all technology via one log in screen</td>
<td>Internal staff, Internal students and external stakeholders.</td>
</tr>
<tr>
<td>Discussed adding additional participation in cabinet meetings</td>
<td>Faculty and students would present/participate in cabinet meetings and help complete the communication loop</td>
<td>Internal staff, Internal students.</td>
</tr>
<tr>
<td>Assessment of impact on communication efforts</td>
<td>Survey employee attitudes regarding collegewide communication</td>
<td>Internal staff, Internal students and external stakeholders.</td>
</tr>
</tbody>
</table>

512. The Collegewide Improvement Team, a vertical slice of the college, provides a forum for identifying performance gaps, prioritizing the critical few issues, and strategically planning for college resources to respond to priorities. Sometimes a task force under the leadership of this group is formed to develop solutions. Other times it is determined that an existing committee or employee group is the more appropriate response team. This structure provides maximum flexibility for bringing forth critical and emerging issues from all corners of the college, and quick response to employee concerns.

One example of how this process works is in the area of technology infrastructure, which was identified by the Collegewide Improvement Team as one of the critical few issues facing the college. The Technology Strategic Planning Committee, which completed the Technology Procedure Manual summer 2008, had identified a need to form a Bandwidth Policy Committee consisting of a cross-section of faculty, staff, administrative personnel, and student representation. The Technology Strategic Planning Committee would like the new committee to organize fall 2008.
6P1. Student and organizational support needs are identified numerous ways including assessment and survey instruments (Table 6.1).

Table 6.1 Identifying Student Support Needs

<table>
<thead>
<tr>
<th>Measures</th>
<th>Type of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Information</td>
<td>Placement, learning styles data, at risk information, etc.</td>
</tr>
<tr>
<td>Survey Information</td>
<td>Student feedback related to academics, campus safety, facility maintenance and adequacy, food service, bookstores, “green” initiatives, etc.</td>
</tr>
<tr>
<td>Student self-identification</td>
<td>Necessary academic support, special dietary needs are met.</td>
</tr>
<tr>
<td>Faculty/staff referrals</td>
<td>Necessary academic support.</td>
</tr>
<tr>
<td>Outside agency referral</td>
<td>Necessary academic support.</td>
</tr>
<tr>
<td>Orientation</td>
<td>Necessary academic support.</td>
</tr>
</tbody>
</table>

Prospective students receive information about assessment requirements through admissions publications and mailings. All students who do not have assessment scores are required to test before they can register for classes. Assessment and developmental studies, as determined by ASSET, COMPASS or ACT scores, are mandatory for math, reading and English placement. Students are required to pass their developmental courses at the level required by assessment before they can enter college level courses in math or English. Faculty and staff assist students in seeking necessary academic support. They recommend tutoring, counseling services and academic support services. Counseling services has the risk assessment information from Noel-Levitz to assist in working with students. Students needing accommodations must self-identify and provide supporting data from high schools and physicians to document need.

Board, faculty and staff committee work as well as student survey and focus group results are contributors to the process of identifying the adequacy of campus academic and other student serving facilities (student housing, food service, book stores, etc). Facilities needs assessment is a critical element of ongoing academic program review processes as well as critical to planning for new program development (academic, athletic, student services, campus housing, etc.). The Plant Services department is responsible for continuously monitoring facility needs and incorporating short and long-term facility maintenance and expansion into collegewide planning processes. A 10-year building plan is required by the Iowa Department of Education. Plant fund tax levies, revenue bonds, state revenue, private donations, and public grant resources support these initiatives. As new facility needs emerge, college leadership is responsible for identifying the most appropriate mix of these funding sources to finance these new facilities.

Other stakeholder support needs are identified through surveys (alumni, former student, employer, community survey, etc.), focus groups, advisory committees and talks with community groups.

6P2. Administrative support service needs are identified numerous ways (Table 6.2)
Table 6.2 Identifying Administrative Support Service Needs

<table>
<thead>
<tr>
<th>Measures</th>
<th>Type of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Information (including internal web-based surveys and AQIP Examiner)</td>
<td>Feedback related to academics, campus safety, facility and maintenance needs, “green” initiatives, etc.</td>
</tr>
<tr>
<td>T&amp;E (technology and equipment) Requests</td>
<td>Requests for technology and equipment over $500 are sent to the T&amp;E committee; which tables, denies or approves requests.</td>
</tr>
<tr>
<td>Annual Reports</td>
<td>Equipment, staff development and/or curriculum needs of all areas of the college are reported on a standard form for strategic planning.</td>
</tr>
<tr>
<td>Discussion groups/Institutional meetings</td>
<td>Necessary support.</td>
</tr>
</tbody>
</table>

6P3. Iowa Lake publishes (hard copy and on the web) a Building Safety guide for the purpose of ensuring the safety and security of employees and students in the event of an emergency or hazardous situation. Topics include, but are not limited to, pandemic planning, crisis management, hazardous materials, and severe weather procedures. The Employee Handbook covers safety, accident and emergency procedures including: procedure for reporting accidents, fire/tornado/thunderstorm emergency, winter weather cancellation procedures and death of an Iowa Lakes college student. All Iowa Lakes employees are required to read the Employee Handbook upon being hired and sign off after doing so.

An alert system, blackboardconnected.com, notifies employees and students of emergencies and threats to physical safety in emergency situations: tornado, violence, hazardous material incident, cancelled classes, school closure, etc. Notification is by cell phone, landline phone, e-mail and text-message. The annual all employee inservice covers topics including bloodborne pathogens and sexual harassment. The Student Handbook includes campus security/emergency information, cancellation of classes, severe weather, life-threatening diseases, discrimination and harassment complaint process and campus security statistics.

6P4. Supervisors monitor the day-to-day operations at each Iowa Lakes site.
- Bookstore: Inventory and/or purchasing of miscellaneous supplies are done on a daily basis. Inventory and/or purchasing of textbooks and clothing are generally done on a semester basis.
- Campus housing: Online, student generated maintenance requests are printed out daily for maintenance staff; results are reported back to the campus housing director. Housing issues follow a hierarchy (resident assistant, graduate assistant, housing manager, housing director) in order to be handled effectively.
- Facilities Management: Work orders are placed for dorm repairs and emails submitted for staff and faculty requests.
- Technology: Server data is backed up three times a week and backup tapes are stored.
- Financials: Purchasing approval, revenue and expense reports, budget transfers and auxiliary reports (food service, bookstore, housing, parts department, foundations, etc) are completed and reviewed.
- Food Service: Provisions are ordered on a continual basis. A physical inventory is done at year-end.
- Library Services: Interlibrary and intercampus loans, student testing, student computer lab usage and updated newspapers and magazines are done on a daily basis.
Performance for support services is monitored at various times via student and staff surveys and verbal feedback. The most recent survey was completed by the Technology Department, fall 2008, to determine student, staff and faculty technology needs. Data from survey and verbal responses is analyzed and used for improvement.

6P5. Documented support processes:

- **Bookstore**: The Web site and Student Handbook lists hours of operation as well as general processes such as payment, returns and buy back dates.
- **Campus Housing**: The Housing Regulation Manual covers such topics as: contact information, housing contract and rules and regulations.
- **Facilities Management**: As stated in 6P3, the Building Safety guide, Employee Handbook and Student Handbook include information regarding facilities and safety.
- **Financial Aid**: The Financial Aid Handbook includes, but is not limited to, types of financial aid, student tuition and fees, financial aid refund policy and rights and responsibilities.
- **Technology**: The Computer Network Acceptable Use Policy and Technology Procedures Manual can be found on the Web site and includes, but is not limited to, such topics as bandwidth, ordering process, computer systems back-up, computer lab rotation, help desk, TV processes.
- **Food Service**: The Housing Regulation Manual lists food service hours, guidelines and rules. Students are also encouraged to share ideas for improving meal plans and the food service program.

6R1. Data collection and analysis for student, administrative and organizational support services process varies in type and regularity. Some processes have collected and analyzed data routinely for decades (e.g., Admissions, Financial, Grants, Student Satisfaction), while data collection and analysis for other processes has been collected for only a few years.

**Admissions** analyzes and compares year-to-year data from the enrollment funnel; number of prospective students, number of students who applied, number of students accepted, and number of students enrolled. Each month current admission/recruitment data (interested, applied, accepted by program/major, campus and collegewide) are complied and compared to the previous year’s number for the same time period. Beginning eight week out from the beginning of each term number of registered and total credit hours registered are monitored and compared to the same term during the past decade. Admissions regularly reports number of students at college fairs, high school visits and other visits away from campus. Campus visit data is analyzed and measures are taken to improve both the quality of visits and the numbers of visits. Outside measures include local school district data and projections, work force demand, and state economic information. Zip code reports are used to adjust recruitment territories and goals and tuition and fees trend analysis (Table 1 and 2, Overview) are reviewed to determine Iowa Lakes’ “competitive” value.

**Career Resource Center** collects career development data, employer data, data from student interest surveys, and career and job fair data to project changing needs and adjust services based on emerging trends.

**Counseling and Success Center** staff collects data on self-reported student needs as well as the measured academic needs from assessment testing. Math, reading and writing assessment scores are used to place students in appropriate preparatory or college-level courses. Pre- and post-testing is done in developmental courses to assure academic ability to move to the next level. Noel-Levitz Retention Management System data is collected and used for early
identification of and intervention with students at risk of attrition; those determined to be high risk are contacted by counseling and career center staff and provided support services and resource referral to improve chances for success and retention. Learning Styles Assessment data is collected and faculty have the option of being trained in its use in the classroom. Counselors keep track of all contacts and the type of contact made so that changes in trends and needs can be identified and counseling services/initiatives can be adjusted proactively to address dynamic student support needs.

**Financial Aid** collects data on financial aid applications, applications received/enrollment registrations, satisfactory progress status and disbursed funds. As with other student and administrative services, student satisfaction data is collected via the ACT Student Opinion Survey (administered in even numbered spring terms). From this data, trends regarding use of student financial aid services and satisfaction with the process may be reviewed and action plans developed to respond to areas of low satisfaction or changing trends. In FY2008 the college began collecting and reviewing data regarding financial aid awards by type and average award using the IPEDS Executive Peer Tool. Data from a national peer group (similar size) and collectively with all 15 other Iowa community colleges will be reviewed annually. Trends will be analyzed beginning in FY2010, when three years of data are available.

In 2007, a pilot in collaboration with Northwest Iowa Community College (NCC) was established to assess student satisfaction with financial aid services at Iowa Lakes and registration services at NCC. Online students were surveyed, and with the assistance of an outside consultant, results were used to develop strategies to increase student satisfaction and ultimately, student retention. This student services assessment will eventually assess all student service areas.

**Grant Funding** is analyzed regularly to determine that funds are used to support collegewide goals and initiatives (Figure 6.13, pg. 70). In addition, grant revenues are analyzed regarding types of funding sources, types of activities supported (curriculum development, student services, community partnerships, etc.), percent of awards vs. applications, and total revenues received. This latter data provides benchmarking for return of investment on personnel resources.

**Institutional Advancement** staff collects data on student scholarships including the number of students who applied for scholarships, the number of scholarships awarded to students, the total amount awarded, the geographic distribution of awards and the number of new scholarships developed annually. Data collected on fundraising events include the number of participants and funds raised net of expenses. All gifts, monetary and in-kind, donor participation and alumni tracking are recorded via database.

**National Community College Benchmarking Project** (NCCBP) compares our processes and results with other community colleges nationally. Iowa Lakes participated in the NCCBP for the first time in 2007. Trend data is being assimilated for benchmarking and action development to begin in 2010.

**Online, eCompanion and Hybrid** course delivery outcomes are tracked by the ICCOC (Online) Consortium staff. Data collected every term includes student attendance by individual and course section, student satisfaction with processes; library access, registration, course success (grade C or above), course retention and section success rates, etc. Data on individual students is shared with the CAO and online advising staff of each college regarding at-risk student behaviors. Student attendance is tracked during the first weeks of class and those not
“logging” in are contacted personally and offered assistance. The CAO receives regular reports throughout each term regarding student at-risk behaviors. Data from these reports is used at the college and consortium-level to plan staff development activities and adjust services to student to improve the likelihood of success.

Registrar staff use data from WebAdvisor and program coordinators to improve services. Coordinators regularly complete forms to report problems to the Registrar’s Office. A prerequisite mismatch report provides information on students registered in inappropriate courses for individual contact as well as to improve the system.

Results and reports are shared collegewide, within departments, at retreats and within the community via press releases. Entering Student Survey, Student Opinion Survey and any additional survey data is shared collegewide and used to identify areas of improvement.

Data processing, definition and analysis (some of which is provided below in 6R2 and 6R3) resulted in identification of the following critical issues facing Iowa Lakes capacity to meet student, administrative and organizational support needs:

- While headcount and credit hour trends have increased dramatically since 1994, growth has been concurrent (secondary) enrollment and online enrollments. These two cohorts, currently representing more than one-third of our total headcount, have reduced tuition/fee structures. “Core” enrollments (full or part-time students attending classes on campus and paying full tuition/fees) have shrunk during this same period. It is revenues generated primarily by this latter student cohort upon which the college relies for supporting student, administrative and organizational operations. Responses to these trends require integration of student, administrative and operational resources and strategies.
- Student needs and expectations have changed significantly in the past five years, requiring more comprehensive and individualized support services. Specifically, [1] more comprehensive advising/educational planning processes are required to support student retention and success.
- Changes are required in how we manage our facilities and other support operations to respond to these changing needs and expectations, as well as maintain fiscal viability as a college.

6R2. Performance results for student support service processes include:
Figure 6.1 ACT Student Opinion Survey Trend Data

Use of Campus Services

Figure 6.2 ACT Student Opinion Survey Trend Data

Student Satisfaction with Campus Services
Admissions: ACT Student Opinion Survey trend data
Figure 6.3 ACT Student Opinion Survey Trend Data

Career Resource Center:
Figure 6.4 ACT Student Opinion Survey Trend Data
Financial Aid: Student use of and satisfaction with Financial Aid Services is tracked over time via multiple measures: IPEDS, ACT Student Opinion Survey, institution-generated surveys. Figure 6.1 (page 64) shows an increase in student use of financial aid services since 2001. Figure 6.3 (page 65) reveals satisfaction with financial aid services has been somewhat steady since 2001.

IPEDS Peer Analysis data provides a comparison of the percent of first-time full time students receiving various types of financial aid,
Online Consortium: Results below taken from the Student End of Class Survey, Spring 2007:
- 90% of students surveyed were satisfied or very satisfied with their online education experience.
- 92% of students surveyed agreed or strongly agreed their course was organized and structured in a manner that was conducive to learning.
- 88% of students surveyed agreed or strongly agreed that they received feedback from the instructor in a timely manner.
- 90% of students surveyed agreed or strongly agreed that the instructor gave them individual attention.
- 94% of students surveyed agreed or strongly agreed the learning goals of the course were clearly stated.
- 79% of students surveyed agreed or strongly agreed that the intellectual challenge of the course was about right.

Registrar: The number of students participating in commencement (spring and summer ceremony combined) has steadily increased over the last five years.
Success Center: The Success Center publishes an annual Executive Summary of Statistical Data. The summary includes success center course enrollments (Table 6.3), number of proctored tests, number of diploma credits and GED diplomas earned, number of tutoring hours received, assessment testing outcomes, student instructional contact hours and a summary of college credit enrollment.

Table 6.3 Success Center Course Enrollments

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1417</td>
<td>1067</td>
<td>1127</td>
<td>963</td>
</tr>
</tbody>
</table>

Table 6.4 2007-2008 Freshman Assessments (minus PSEO)

<table>
<thead>
<tr>
<th>Campus*</th>
<th>Total</th>
<th># need Writing</th>
<th>% Writing</th>
<th># need Reading</th>
<th>% Reading</th>
<th># need Math</th>
<th>% Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emmetsburg</td>
<td>602</td>
<td>183</td>
<td>30%</td>
<td>116</td>
<td>19%</td>
<td>285</td>
<td>47%</td>
</tr>
<tr>
<td>Estherville</td>
<td>723</td>
<td>244</td>
<td>34%</td>
<td>131</td>
<td>18%</td>
<td>299</td>
<td>41%</td>
</tr>
<tr>
<td>Spencer</td>
<td>104</td>
<td>26</td>
<td>25%</td>
<td>14</td>
<td>13%</td>
<td>52</td>
<td>50%</td>
</tr>
<tr>
<td>Spirit Lake</td>
<td>60</td>
<td>12</td>
<td>20%</td>
<td>0</td>
<td>0%</td>
<td>29</td>
<td>48%</td>
</tr>
<tr>
<td>Totals</td>
<td>1489</td>
<td>465</td>
<td>31%</td>
<td>261</td>
<td>17%</td>
<td>665</td>
<td>45%</td>
</tr>
</tbody>
</table>

*Information not available for Algona campus.

6R3. Performance results for administrative support service processes:

Financial Operations: The Chief Financial Officer reports revenue and expenditures annually to the Iowa Lakes Board of Trustees. Figure 6.9 and 6.10 were reported at the end of FY07.
Grant Funding: During FY08, 37 projects were submitted of which 28 were awarded and four are pending. During the past 19 years, the average number of successful grant proposals in
relation to total proposals submitted has exceeded 75%, compared to the national average of 67%.

Figure 6.12 Grant Funding by Year

![Graph showing grant funding by year from 1997 to 2007. The graph indicates a fluctuation in funding amounts with peaks in 2000, 2004, and 2006.](image)

Figure 6.13 Grant Funding by Category

![Pie chart showing the distribution of grant funding by category for FY08. The chart indicates that institutional support accounts for 38%, followed by student support at 20%.](image)

**Institutional Advancement**: Institutional Advancement reports event and scholarship information regularly to the Iowa Lakes Community College Board of Trustees. Information includes scholarship statistics as a whole and per the five counties served, and annual event proceeds. Figure 9.2 and 9.3, pg. 96 show scholarship event proceeds.
Figure 6.14 Scholarship Dollars Awarded Annually

<table>
<thead>
<tr>
<th>Scholarship Dollars Awarded Annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0.00</td>
</tr>
<tr>
<td>$100,000.00</td>
</tr>
<tr>
<td>$200,000.00</td>
</tr>
<tr>
<td>$300,000.00</td>
</tr>
<tr>
<td>$400,000.00</td>
</tr>
<tr>
<td>$500,000.00</td>
</tr>
<tr>
<td>$600,000.00</td>
</tr>
<tr>
<td>$700,000.00</td>
</tr>
<tr>
<td>$800,000.00</td>
</tr>
<tr>
<td>$900,000.00</td>
</tr>
<tr>
<td>2003-2004</td>
</tr>
<tr>
<td>2004-2005</td>
</tr>
<tr>
<td>2005-2006</td>
</tr>
<tr>
<td>2006-2007</td>
</tr>
<tr>
<td>2007-2008</td>
</tr>
</tbody>
</table>

6R4. Data collected is often used to develop pilot projects which address areas of need.

Table 6.5

<table>
<thead>
<tr>
<th>Type of Data</th>
<th>Areas of Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling surveys</td>
<td>Additional counseling initiatives. For example, the Alcohol Screening Survey indicated the need for training about binge drinking.</td>
</tr>
<tr>
<td>CAAP data</td>
<td>Adjustments to programs and student services.</td>
</tr>
<tr>
<td>Entering Student Survey</td>
<td>Cohort needs addressed through adjustments to counseling services.</td>
</tr>
<tr>
<td>Developmental Studies scores</td>
<td>Determine the need for additional developmental courses.</td>
</tr>
<tr>
<td>Noel-Levitz and other student demographic trends review</td>
<td>Development of additional counseling services.</td>
</tr>
<tr>
<td>Student Opinion Survey</td>
<td>Adjustments to programs and services.</td>
</tr>
</tbody>
</table>

Iowa Lakes uses information to improve processes, better support student needs, and build upon organizational successes. College committees and the Cabinet use data to identify emerging trends and common issues to set collegewide and individual department goals and to develop AQIP-related priorities and action strategies.

6R5. AQIP Examiner results (figure 6.15) reveal Iowa Lakes outranks other similar organizations in all categories for Supporting Institutional Operations.
1. Identifying the needs of students for support services.
2. Providing and managing support services that meet the needs of students.
3. Identifying the support service needs of faculty, staff and administrators.
4. Providing and managing support services that meet the needs of faculty, staff, administrators.
5. Regularly evaluating how well our student and administrative support services work.

National Community College Benchmarking Project data indicate that Iowa Lakes ranks above the national median for participating two year colleges in terms of market penetration for area high school student matriculation to the college, credit student enrollment and non-credit (continuing education) enrollment. However comparison result for Iowa Lakes with other Iowa community colleges participating in the 2007 project varies as to market segment.
6I1. Effective use of data, collegewide, for systems and process improvement has been evolving steadily since 1996. Some departments/processes use data and performance information in a highly systematic and comprehensive manner. Enrollment Management is one such area. The process of tracking recruitment and registration trends has a long tradition at Iowa Lakes. These processes have been refined in the past 15 years as a result of careful attention to changes in trends but also in attention to changing demographics of current and potential students. The Enrollment Management Team (established circa 2000) has been instrumental in identifying recruitment and retention issues as a result of careful processing of the data. Data has been used to establish collegewide goals and to lift up issues for action at all levels of the organization. Some examples of data gathering methods used to analyze current processes and systems include: Tour Guide Evaluations, mandatory assessment and placement, self-disclosure of accommodation requirements, WebAdvisor degree audit and faculty problem report, and academic program evaluations. Numerous examples could be cited regarding use of data to improve student serving programs. Counseling and Career Resources staff spent most of 2007-2008 academic year reviewing data, discussion emerging trends and developing a five year plan for service expansion and adjustments to fit the needs of Millennials and non-traditional aged students alike.

6I2. Data gathered from all sections of the college is analyzed and the issues of most concern are selected. Measures and performance indicators are selected by cross-interest groups and the overall strategies ultimately agreed to by the cabinet and the president and approved by the board. All cross-sectional groups and individuals then look at their work area and design the measures and performance indicators for their initiatives. This is reported out to all sectors both at the beginning of the process and the end.
7P1. Iowa Lakes uses Datatel, an information support system, to help manage and distribute student record and financial data. Iowa Lakes is one of nine community colleges that belong to a consortium that shares support and costs associated with Datatel. Web Advisor, the online version of Datatel, gives students and staff access to the Datatel databases. Iowa Lakes subscribes to SurveyMonkey.com to distribute surveys. Data is stored on this site as well as downloaded onto spreadsheets stored internally on the college’s shared drive. Purchased survey and assessment (such as Student Opinion Survey and Noel-Levitz) data are stored both on the shared drive and on external disks.

Standardized reports are run by Computer Center staff. Institutional research is completed by the Planning and Development Office and disseminated throughout various departments or the entire institution, depending on the content.

Faculty and staff may request, through the Planning and Development Office, data and/or reports specific to program or institutional research questions related to performance outcomes. This office assists faculty and staff in identifying appropriate data fields to request and may also assist with data interpretation/analysis upon request.

Comprehensive academic program reviews, with data review and input from a cross-disciplinary team, provide a systematic process for distributing program-specific outcomes data and receiving peer recommendations for program improvement and solution-generation of strategies to address program challenges – including support for student performance concerns.

Iowa Lakes uses the following data to help measure performance: NCCBP (National Community College Benchmarking Project), AQIP Examiner, CAAP (College Assessment of Academic Proficiency), ACT Student Opinion Survey, Noel Levitz Student Satisfaction Inventory, Surveys and focus groups on an as-needed basis (ex: green survey, etc.). These measurements along with required reporting such as the Iowa Department of Education enrollment and student outcomes, IPEDS, grant project performance reports (e.g. Perkins, National Science Foundation, TRIO, Title III) and the standardized reports from Datatel make up the majority of the performance data collected.

Data is first shared with faculty, cabinet members and appropriate committees and/or departments. Once data have been processed, discussed and defined by the appropriate faculty and staff groups, the results/analyses are shared via Info in a Minute and the Employee Newsletter, both all-employee emails. Additional data is linked to the college Web page, saved on the shared drive available to all employees, or sent in printed form to the campus work rooms.

7P2. The strategic planning and annual reporting processes continue to be refined. Annual Discipline/Program Review forms are completed by departments and programs throughout the college. These forms allow different areas of the college to report on accomplishments for the last fiscal year, goals for the next fiscal year and long-term goals. Each area also links short and long-term goals to the four collegewide goals. Faculty and staff are asked to list what equipment, staff development and funds will be needed to accomplish goals. The Strategic Plan organizes the separate annual report forms into one document that is available collegewide. The equipment and professional development requests from the annual reports are prioritized based on need and collegewide goals and appropriate funding sources are considered assigned, or additional potential external (grants, private donors) resources identified to pursue.
In addition to the strategic planning process, comparison results from the measurement tools listed in 7P1 help guide planning and improvement efforts.

As mentioned in 7P1, data is shared with the appropriate committees and distributed via all-employee emails. An annual report of selected college performance indicators is reported to the public via the President’s Annual Report. This document is mailed to every mailbox in the district.

7P3. Department and unit needs are taken into consideration every time an assessment is given. CAAP testing measures academic growth between entrance testing and CAAP levels in writing, reading, math, critical thinking and science. Survey questions are written to gather data for specific areas of the college. FY08 focused on academic advising. Numerous survey questions and focus groups featured this topic. Data regarding student perceptions and student assessment are shared with the appropriate departments.

Program Review: data pulled from surveys, IPEDS and Perkins reporting and Datatel are combined and shared with program review team members prior to program review dates. This data provides useful information to administrators, faculty and staff sitting on the program review team to create data-driven suggestions for program improvement.

7P4. The Planning and Development office generates numerous reports regarding overall performance. These reports include, but are not limited to, enrollment and retention reports, AQIP project updates, comparative data reports, and climate and survey data. Reports are shared as stated in 7P1. Once data is compiled in a report, appropriate departments, employee groups, and committees are asked to process the data, define what it means in terms of impact to the various stakeholders, and when necessary help develop strategies for improvement. The challenge with a multi-campus district, of course, is communicating outcomes in ways that all are willing to access, and engaging stakeholders in processing/discussion/solution-finding. The Systems Portfolio, available online via Planning and Development Office web pages, will provide a consistent method for updating internal and external stakeholders regarding overall performance. The process of updating and reporting institutional data via the Systems Portfolio will help close the communications loop for many stakeholders.

7P5. Comparative data has become increasingly important at all levels of the institution and between institutions and needs are driven by the colleges’ mission and goals as well as emerging trends. Some comparative data needs/resources are mandated by local, state and federal reporting requirements (IPEDS, Perkins funding, State MIS Reports, etc.), but provide useful data for continuous improvement purposes. Other comparative data resources are sought to meet specific needs identified by college departments or committees. As with most organizations, data-overload is a constant and potential problem. Before adding comparative data resources to the menu of information tools, committee input is sought and recommendations made to the Cabinet for final approval. Two such comparative data resources have been added to this menu since 2006. Iowa Lakes uses information from National Community College Benchmarking Project (FY08 is the second year of participation) and student and employee climate surveys (SOS [1996] and AQIP Examiner [2007]) to identify areas of improvement and help plan continuous improvement. Comparative data needs are driven by the colleges’ mission and goals as well as emerging trends. Because of our commitment to alternative energy sources, the college participates in the ACUPCC (American College & University Presidents Climate Commitment) climate study. Results reported in this Systems Portfolio represent a portion of the institutional data reported to all employees. At this
Iowa Lakes does not officially participate in a comparative data study outside the higher education community.

7P6. The annual Institutional Academic Outcomes Report, shared with cabinet members, ARC members and disciplines, was intentionally organized to show data and discipline-specific outcome goals side-by-side. Employees are encouraged to use the data to further enhance discipline and collegewide goals to better serve students and other stakeholders.

The Collegewide Improvement Team’s task is to monitor progress toward collegewide goals and measurable benchmarks, and critical issues facing Iowa Lakes. Data reports and information developed by the Planning and Development office are shared and discussed with the Cabinet before it is sent out collegewide.

7P7. Data is disseminated in a timely manner; so much so that employees have come to count on certain reports at certain times. Zip code (market penetration) reports, sent out collegewide fall and spring semesters, are used by admissions staff to help plan career fairs and recruiting trips and by marketing staff to target future promotional activities. Noel-Levitz and Entering Student Survey data is used by counseling staff and faculty for early identification of at-risk students and to help ensure student success at crucial points. Assessment data is highly anticipated by faculty and Success Center staff.

Data accuracy and reliability is strong and continually improving. Discrepancies in reporting are often found at key reporting times when timelines are tight. Because of this, key offices have been working together to streamline and improve reporting processes. Frontline staff are aware of the importance of correct data entry and reporting problems are discussed at a weekly CAST consortium teleconference.

Security of data and information is discussed in 7P1. Data is kept and backed up on servers. Datatel information is stored on a server via the CAST consortium. Information on the college’s computer network is stored on one server and backed up nightly. Employee computer sign-on’s are required to access information and employees can only access data they have been given permission to use.

7R1. As stated in 7P7, data effectiveness is an evolving process.

7R2. As the institution’s needs and goals change, so does our use of data. At this time evidence of system effectiveness in inconclusive.

7R3. AQIP Examiner results (Figure 7.1) reveal Iowa Lakes outranks other similar organizations in all categories for Measuring Effectiveness.
Figure 7.1

 AQIP Examiner Category 7: Mean Results

1. Collecting, storing, and distributing data and information to those who need it.
2. Establishing a set of key institutional measures for tracking effectiveness in achieving the institution’s mission and goals.
3. Determining and responding to the data needs of our departments and organizational units.
4. Analyzing performance data and sharing results throughout the institution.
5. Measuring and evaluating how well our data collection, storage, and distribution system works.

Iowa Lakes participated in the National Community College Benchmark Project (NCCBP) for the first time in FY08. A report published fall 2007 identified Iowa Lakes as a “best practice” institution in 29 of the 77 benchmark areas; more often than any of the other six participating Iowa community colleges. The NCCBP Best Practices Summary and Data-Driven Leadership and Communication Presentation are available on the college Web site. Because FY09 is only the second year of NCCBP participation, Iowa Lakes does not have good comparative data yet. Iowa Lakes will continue NCCBP participation to acquire trend data.

Best practices Iowa Lakes was recognized for include:
- First time, full time degree completion within 3 years (Ranked nationally at 98%)
- First time, full time completed or transfer within 3 year (Ranked nationally at 91%)
- Fall 2005 credit students enrolled the next term (Ranked nationally at 98%)
- College-level course retention (Ranked nationally at 90%)
- College-level course enrollee success rate (Ranked nationally at 97%)
- College-level course completer success rate (Ranked nationally at 85%)
- Developmental Math enrollee success rate (Ranked nationally at 88%)
- Developmental student retention first math college courses (Ranked nationally at 99%)
- Developmental student retention first writing college courses (Ranked nationally at 96%)
- Developmental student first math college course enrollee success (Ranked nationally at 92%)
- Developmental student first writing college course enrollee success (Ranked nationally at 99%)
• Developmental student first writing college course completer success (Ranked nationally at 87%)
• Retention College Algebra (Ranked nationally at 91%)
• Retention: Speech (Ranked nationally at 81%)
• Enrollee course success: College Algebra (Ranked nationally at 95%)
• Completer course success: College Algebra (Ranked nationally at 95%)
• Percent withdrew credit courses (bottom 20%) (Ranked nationally at 10%)
• Percent completed credit courses (Ranked nationally at 90%)
• Percent successful in credit courses (Ranked nationally at 88%)
• Online learning percent of total college credit hours (Ranked nationally at 96%)
• Online learning percent total college credit sections (Ranked nationally at 91%)
• Online learner completion (Ranked nationally at 99%)
• Online learning percent earning A or B (Ranked nationally at 99%)
• Percent of credit sections taught by full-time faculty (Ranked nationally at 94%)
• Percent of college level courses taught by full-time faculty (Ranked nationally at 94%)
• Student: Staff Ratio: Financial Aid (Ranked nationally at 87%)
• Credit students enrolled FY06 divided by district population (Ranked nationally at 94%)
• Non-credit students enrolled FY06 divided by district population (Ranked nationally at 94%)
• FY06 total instructional and administrative costs (Ranked nationally at 12%)

711. There is still work to be done in respect to consistency in the systemic and comprehensive measurement of effectiveness. There are “pockets of excellence” within the organization in terms of effectiveness measurement. The Assessment Review Committee, the Collegewide Improvement Team, and the Enrollment Management Team are among the champions using processes to measure performance, identify challenges, and formulate solutions.

712. This is a process that is becoming more systematic in nature, especially with the work of the Collegewide Improvement Team and the Academic Council committee structure. Faculty and staff are becoming more skilled in using data to measure performance trends. With skill growth has come greater confidence in data use and an emerging thirst for more. Among the examples of how this thirst for data use is being nurture within the organization are an annual inservice day as well as numerous department retreats to involve faculty and staff in data processing, goal setting, action planning and dissemination of results.
8P1. Iowa Lakes’ strategic planning process reflects a cooperative and multi-directional structure important to an AQIP approach for continuous improvement. The process is active throughout all categories of employment at the college and is both individualized and comprehensive. College vision, mission and goals help guide the planning processes at Iowa Lakes. The planning process focuses on learners, quality and documenting results to effectively respond to student and community needs.

College teams and committees such as the Academic Council, Enrollment Management Team, Student Services, Academic Review Committee, Curriculum Committee, Collegewide Improvement Team, Web Team, and Technology Team communicate information to faculty and staff. Each group works within the structure of the four collegewide goals to set annual goals and priorities. Admissions, Career Resource Center, and Counseling and Success Center staffs all report their individual and small group goals to the Enrollment Management Team to meet short-term targets set for recruitment and retention as well as long-term goals.

Recruitment and retention goals are set keeping a balance between the financial need for growth and the practical need to maintain quality classrooms. Data drives decisions. Some of the most popular programs are limited by the numbers of students that can be accommodated, but growth in the Arts and Science is practical and financially sound. Retention was the first venture into data driven decision making and started with a relatively simple observation that students who registered for the next term before they left on break were more likely to come back. Retention improved significantly by simply sending reports to advisors (at intervals before the end of term) of students who had not yet registered.

8P2. As referenced in Category 5, during spring 2007 four collegewide goals were developed and reviewed by college employees and the Board of Trustees. All faculty and staff are asked to identify strategies to support one or more of these collegewide goals as part of the planning process. The annual report form instructs each area to identify which Collegewide Goal each discipline and/or program goal is linked to. The strategic planning process encourages each area, discipline or program to project changing needs and trends three years out and establish priorities that address those needs. The process allows plans or initiatives to be introduced that may still be in the planning stage and/or will take more than one fiscal year to complete. The plans reflect long-term goals that are part of the overall strategic plan or vision for the future of the program or area, and may include goals to purchase equipment, develop or modify curriculum, or attend professional development not offered by the college. Table 8.1 is an example of long-term goals and the collegewide goals area each is linked to.

<table>
<thead>
<tr>
<th>FY10 – FY11 Area/Discipline/Program Goal Statement</th>
<th>SAO</th>
<th>SD</th>
<th>SE</th>
<th>FH</th>
<th>Not Linked</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Develop a plan to systematically update discipline/program equipment with emphasis on student “hands-on” activities.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Example:</strong> Develop recommendations for revising the current Institutional Review Board process to meet new federal agency requirements for human subject activities associated with funded grant projects. Apply to HHS for certification of Iowa Lakes’ IRB process as required for grant funding.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key:
- **Student Academic Outcomes (SAO):** Student Success rates will show continuous improvement and stay above state and national averages.
- **Staff Development (SD):** Develop additional staff training to enhance instruction, student and academic support services.
- **Student Enrollment (SE):** Increase enrollment in Arts & Science transfer and in all programs not at enrollment capacity. Provide facility and staff support to accommodate programs with enrollments beyond capacity.
- **Financial Health (FH):** Fund 1 annual revenues should exceed expenditures by an average of 2% annually.
EMT (Enrollment Management Team) developed the FY09 collegewide enrollment goal of maintaining a full-time student retention rate at or above 75% and increasing part-time student retention from 19% to 21%. Each employee is asked to identify and implement, via the Enrollment Growth Plan Matrix, at least two strategies that improve the quality of the learning environment for all students and ultimately increase student retention. Accomplishments are documented through the annual reporting process. Table 8.2 is an example of an Enrollment Growth Plan Matrix.

Table 8.2 Enrollment Growth Plan Matrix

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Time frame</th>
<th>Responsible Personnel</th>
<th>Resources Needed</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Example:</em> Make learning science fun by developing unique lab and classroom experiences that incorporate fun and interesting activities into the science lab.</td>
<td>ASAP</td>
<td></td>
<td>Time, imagination, and a few lab items.</td>
<td>More return students and word of mouth recruitment.</td>
</tr>
<tr>
<td><em>Example:</em> Increase retention by personally speaking with each of my students about their future plans</td>
<td>November 2008</td>
<td>Time and motivation</td>
<td>More return students.</td>
<td></td>
</tr>
</tbody>
</table>

8P3. Strategic Plans and Enrollment Growth Matrices (as reference in 8P2) are key to developing action plans to support organizational operations.

8P4. Fall 2007, the Collegewide Improvement Team was formed to look at collegewide goals, benchmarks and critical issues facing Iowa Lakes. The Team is made up of members from all classifications within the college. The infinity diagram (figure 8.1) illustrates how the Team coordinates and aligns key processes and strategies.
8P5. Building on the process referenced in 8P2, various leadership groups (Cabinet, Collegewide Improvement Team, Enrollment Management Team, Board of Trustees) contributed to the refinement of the collegewide goal statements and the development of anticipated outcomes or benchmarks to assess college progress in achieving the goals. The goals are: 1) Student success rates will show continuous improvement and stay above state and national averages; 2) Increase enrollment in Arts and Science transfer programs at enrollment capacity; 3) Fund 1 annual revenues should exceed expenditures by an average of 2% annually; and 4) Develop additional staff training to enhance instruction, student and academic support services.

8P6. Annual Discipline/Program Review forms are completed by departments and programs throughout the college. These forms allow different areas of the college to report on 1) accomplishments for the last fiscal year, 2) goals for the next fiscal year and 3) long-term goals. Each area also links short- and long-term goals to the four collegewide goals. Faculty and staff are asked to list what equipment, staff development and funds will be needed to accomplish goals. Oftentimes goals can be accomplished with small changes that require few resources. If resources are required or if a pilot project is suggested then application is made to put this action in place immediately or begin incrementally and budget for the following years. External
grant funding is used to enhance collegewide action plans and must be consistent with the college vision mission and collegewide goals.

8P7. During FY09, a Zero-based budgeting process was implemented collegewide as a means to address current fiscal constraints and to initiate a culture change in how we manage current operations and plan for the future. This is not a zero-budget-increase process that assumes a certain measure of entitlement regarding past levels of program/department resources, but rather a process to identify what the current actual resource (fiscal, human, equipment, etc.) needs are to accomplish goals and objectives at all levels of the organization. This process will require a more strategic approach to goal setting and budget development at all levels of the college. This is a process that must integrate needs identification, resource allocation, and the consideration of consequences in budgeted expenditures. The intent is to nurture strategic approach that supports the program/department operational needs and collegewide priorities/ goals.

8P8. Staff development needs are addressed in annual reports and during individual annual performance evaluations to ensure resources are allocated for needed staff and faculty development. Iowa Lakes provides tuition waivers for any employee who chooses to take classes with the college. Employees are nominated annually to attend CLIC (Community College Leadership Consortium) or LINC (Leadership Institute for a New Century), leadership training classes offered through Iowa State University. In addition to institutional resources, grant funding provides professional development opportunities to support needs identified via planning and assessment processes. In recent years, significant grant resources have provided on-campus and off-site training for online faculty, science/math faculty, and career/technical faculty.

8R1. Planning process effectiveness is directly linked to institutional outcomes. The questions are simple yet profound. Did our resource allocation planning address the facility, operational, student, faculty and staff needs? Did our programming support the stakeholders and our mission? Four collegewide goals (priorities) and corresponding benchmarks represent the framework for measuring the effectiveness of our planning.

Collegewide Goals and Measurable Benchmarks, 2007-2012

**Goal:** Student Success rates will show continuous improvement and stay above state and national averages.
- Maintain fall-to-fall student retention at or above 75%.
- Increase/maintain student program/degree completion rate to 50%.
- Increase by 1% annually, the number of Career & Technical Education students who attain 90% of program core competencies.
- Increase by 1% annually, the number of CAAP (Collegiate Assessment of Academic Proficiency) completers achieving national proficiency on each of the five subject tests (Math, Writing, Reading, Critical Thinking, Science Reasoning).
- Iowa Lakes’ students transferring to 4-year colleges/universities will achieve an aggregated cumulative GPA equal to other Iowa community college graduates.
- Increase by 1% annually graduates’ job attainment rate.
- Employer satisfaction with Iowa Lakes graduates will be maintained at an average of 3.5 or above on a 4.0 scale for 10 satisfaction indicators.
Process Objectives/Strategies for Achieving the Goal/Benchmarks:
- The Collegewide Improvement Team will support the work of the Enrollment Management Team, Assessment Review Committee, Advising for Success Task Force, and other college committees developing strategies to achieve the benchmarks associated with this goal.

Goal: Increase enrollment in Arts and Science transfer and in all programs not at enrollment capacity. Provide facility and staffing support to accommodate programs with enrollments beyond capacity.
- Increase college transfer (major) student headcount by 2% annually.
- Increase total credit hour enrollment by 1% annually.
- Increase by 2% annually the number of PSEO/College Prep students who enroll full-time at Iowa Lakes after high school graduation.
- Increase enrollment of Career and Technical Education students as appropriate to individual program capacity.
- Increase collegewide advising capacity.

Process Objectives/Strategies for Achieving the Goal/Benchmarks:
Understand our student pool.
- Maintain one-on-one contact with students
- Advise students toward goals they set for themselves
- Career assessment for students
- Educate prospective students regarding career opportunities.
- Increase number of college transfer majors advisors and contact with advisors

AQIP Project: Increase the financial stability of the college.
Goal: Fund 1 annual revenues should exceed expenditures by an average of 2% annually.
- Increase by $400,000, annually, revenues over expenditures.

Results: The collegewide goal of 2% revenue over expenses was not achieved. While the deficit for FY08 was $445,000, it was below the estimated $1.2 million. The Chief Financial Officer is hosting Conversations with the CFO to talk with employees about the financial condition and respond to questions. The external auditors and board audit committee met to share the financial condition of the college; information is also shared via president’s cabinet and monthly board meetings.

Goal: Develop additional staff training to enhance instruction, student and academic support services.
- Provide staff development opportunities for all staff so that each full-time and regular part-time employee participates in at least one development opportunity each year beyond college in-service and those required by the respective position in which he or she is employed.
Process Objectives/Strategies for Achieving the Goal/Benchmarks:

- Develop process to track non-required staff development.
- PESC and Meet & Confer Committee develop guidelines for staff development opportunities.
- Establish strategic budgeting process for staff development.

Analysis of reported enrollment management achievements documented that all of the goals and actions taken resulted in impact on one or more of the collegewide goals. This is true of admissions, Career Resource Center, Counseling and Success Center and Registrar goals as well because their reports were part of the enrollment management achievements.

8R2. Iowa Lakes Collegewide Improvement Team met November 2007 to formalize a list of critical issues facing the college (table 8.3).

<table>
<thead>
<tr>
<th>Critical Issue</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Stability</td>
<td>Balance budget without hurting program quality.</td>
</tr>
<tr>
<td>Enrollment/Recruitment</td>
<td>Decreasing high school graduation classes in five-county service area.</td>
</tr>
<tr>
<td></td>
<td>Diminishing college-age pool in Iowa.</td>
</tr>
<tr>
<td></td>
<td>Changing demographics and expectations.</td>
</tr>
<tr>
<td>Advising</td>
<td>Provide comprehensive advising system for all students (especially transfer</td>
</tr>
<tr>
<td></td>
<td>students) and to close advising support gaps.</td>
</tr>
<tr>
<td>Improve Technology Infrastructure, Inadequate number of IT technicians</td>
<td>Maintain and upgrade ICN/TV system equipment, provide portal and wireless</td>
</tr>
<tr>
<td></td>
<td>computing.</td>
</tr>
<tr>
<td>Program Expansion Costs</td>
<td>Provide space and equipment for new and growing programs.</td>
</tr>
<tr>
<td>Aging Iowa Lakes workforce and lack of succession planning to prepare for</td>
<td>Plan for recruiting quality workforce to replace large number of potential</td>
</tr>
<tr>
<td>large numbers of potential retirements in 5-10 years</td>
<td>retirees</td>
</tr>
<tr>
<td></td>
<td>Potential loss of institutional history, sense of identity, and experience</td>
</tr>
<tr>
<td></td>
<td>due to retirements.</td>
</tr>
<tr>
<td></td>
<td>Maintain consistency and effectiveness in leadership at all levels.</td>
</tr>
<tr>
<td>Academic Rigor</td>
<td>Maintain quality standards when students are underprepared.</td>
</tr>
<tr>
<td>Marketing to new target markets</td>
<td>Encore (career changers) and minority students.</td>
</tr>
<tr>
<td>Providing services and support to underprepared students</td>
<td>Growing gap of student preparedness in the classroom and significant remedial</td>
</tr>
<tr>
<td></td>
<td>needs in reading.</td>
</tr>
</tbody>
</table>

Table 8.3 Critical Issues Facing Iowa Lakes
Identification of these “critical few” issues led to development of multiple initiatives, including implementation of two new AQIP Action Projects (Building Credit Hour Enrollments; Fiscal Stability), several committee and Cabinet level work groups to formulate potential solutions and at multiple grant-supported mini-pilots. Each new initiative was tied to one of the four collegewide goals. Just as it takes an entire village to raise a child, it takes an entire college to address these critical issues. All employees were enlisted to identify and implement strategies within their scope of duties to support one or more of these goals/initiatives. For FY08, a total of 694 annual goals submitted as part of 64 program/department annual reports were linked to one or more collegewide goals. The table below shows the results of that planning process:

Table 8.4

<table>
<thead>
<tr>
<th>% of Goals</th>
<th>Collegewide Goal Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>77%</td>
<td>Goal: Student Success rates will show continuous improvement and stay above state and national averages.</td>
</tr>
<tr>
<td>67%</td>
<td>Goal: Increase enrollment in Arts and Science transfer and in all programs not at enrollment capacity. Provide facility and staffing support to accommodate programs with enrollments beyond capacity.</td>
</tr>
<tr>
<td>53%</td>
<td>Goal: Fund 1 annual revenues should exceed expenditures by an average of 2% annually.</td>
</tr>
<tr>
<td>38%</td>
<td>Goal: Develop additional staff training to enhance instruction, student and academic support services.</td>
</tr>
</tbody>
</table>

Note: 2% of the annual program/division goals submitted were not linked to one or more collegewide goals.

FY08, a total of 299 retention strategies were submitted to the Enrollment Management Team. The table below shows the results of the process. The entire list of strategies linked to the collegewide goals is available to all employees via the colleges shared drive. Similar goals for FY09 are currently being compiled.

Table 8.5

<table>
<thead>
<tr>
<th>% of Retention Strategies</th>
<th>Collegewide Goal Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>56%</td>
<td>Goal: Student Success rates will show continuous improvement and stay above state and national averages.</td>
</tr>
<tr>
<td>30%</td>
<td>Goal: Increase enrollment in Arts and Science transfer and in all programs not at enrollment capacity. Provide facility and staffing support to accommodate programs with enrollments beyond capacity.</td>
</tr>
<tr>
<td>5%</td>
<td>Goal: Fund 1 annual revenues should exceed expenditures by an average of 2% annually.</td>
</tr>
<tr>
<td>8%</td>
<td>Goal: Develop additional staff training to enhance instruction, student and academic support services.</td>
</tr>
</tbody>
</table>

8R3. As noted in 8R1, the listed Collegewide Goals and Measurable Benchmarks are our targets through 2012. Additional projections are determined on a committee basis as well.
Enrollment Management Team has set the following target for FY09: maintain a fulltime retention rate at or above 75% while increasing the part-time retention rate from 19% to 21%.

8R4. AQIP Examiner Results: AQIP Examiner results (figure 8.2) reveal Iowa Lakes outranks other similar organizations in all categories for Planning Continuous Improvement.

**Figure 8.2**

### AQIP Examiner Category 8: Mean Results

1. Reviewing our mission, vision, and philosophy in light of changing priorities and conditions.
2. Developing strategies that deal with institutional challenges and opportunities.
3. Translating our strategic objectives into concrete, achievable action plans.
4. Communicating our strategies and action plans throughout the organization.
5. Evaluating our systems for planning.

8R5. Iowa Lakes currently does not have data to measure effectiveness for this category.

8I1. Two enhancements for planning for continuous improvement enhancements have been implemented since the beginning of FY07. Over time, it is anticipated that these will lead to significantly improved efficiencies and leveraging of funds to support collegewide goals and priorities.

1. The Planning and Development Office in collaboration with the Chief Academic Officer, the Campus Deans, and other Cabinet-level administrators has developed and implemented (spring 2008) a process for leveraging external funding resources to support college academic and institutional support needs. The purpose of the process is strategic budgeting to promote efficient, non-duplicative financial support for college priorities. Approximately $1,000,000 is received annually in discretionary grant funding from state-legislated programming and the federal Perkins Act. A Strategic Grant-Funding Decision-Making Matrix is used to develop annual funding proposals to meet academic program needs eligible for one or more of these funding sources. The following are used to evaluate program requests:
   a. Does this request respond to a need identified by the program’s advisory committee?
b. Does this request support curriculum or lab facility expansion, enhancement or new initiative?

c. How does this request support collegewide goals?

d. How does this request support short- and long-term goals in the program’s current annual report?

e. Is this request identified in #4 (resources required) of the program’s current annual report?

f. Is the average entry salary for program graduates at or above the Iowa Values minimum ($27,380 – ACE funding)?

g. Have you identified potential industry partners who will commit additional support (cash, in-kind, internships, graduate placement) for this request (ACE, Values)?

h. Is this request included in your current Program Review Follow-up Action Plan?

i. Has your program achieved all of the negotiated Perkins Performance Indicators?

The process corresponds with annual budget development and annual reporting processes to further reduce duplication of effort by faculty and staff.

2. The Collegewide Improvement Team established during FY07 by the college president represents a vertical slice of the college (employee classifications, campuses, departments, etc.). This group is responsible for providing input into collegewide concerns, issues and priorities to be addressed. Prior to FY07, priority and direction-setting primarily fell to the President’s Cabinet. As a result of this committee’s work, issues from across the college are raised, discussed openly, priorities determined and action plans implemented.

812. During the past 15 years, a shift in organizational culture has occurred from one of primarily top-down management to a much more inclusive decision-making process. This culture change was intentional. It began in 1994 with a dramatic change in leadership philosophy. A grass-root driven strategic planning process and organized standing committee structure, implemented in 1997, provided the framework for engaging all employees in studying trends, developing program/department goals, and identifying resources required to accomplish these plans. The process has taken time to “catch on,” and there is still room for improvement. Planning is now woven into most aspects of college operations, with Annual Report plans used for multiple functions, including grant funding needs identification, comprehensive program reviews, enrollment management goal-setting, etc. These processes support planning and continuous improvement, and pave the way for the initial success of the Collegewide Improvement Team.
9P1. Educational Institutions from which we receive students:

Table 9.1

<table>
<thead>
<tr>
<th>Partnership with:</th>
<th>Mechanism:</th>
<th>Partnership:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 school districts</td>
<td>Articulation agreements</td>
<td>Each high school and Iowa Lakes agree upon the competencies, performance levels and content of articulated courses for advanced placement or credit in a career and technical program. There is no tuition cost to the student.</td>
</tr>
<tr>
<td>ASSET/COMPASS assessment</td>
<td>ASSET and COMPASS testing</td>
<td>ASSET and COMPASS testing is offered to all 15 high schools in Area III at no cost. ASSET testing is done in the schools by an Iowa Lakes employee and COMPASS testing is available via software installed on the individual high schools computers. All high schools participating receive aggregate mean data to be used for performance results comparison.</td>
</tr>
<tr>
<td>Athletics</td>
<td></td>
<td>Iowa Lakes partners with Estherville Lincoln Central school district for the use of college softball and baseball fields.</td>
</tr>
<tr>
<td>Career Fair</td>
<td></td>
<td>Annual High School Career Day held at Iowa Lakes for all area high schools. Over nine hundred students generally attend and have the opportunity to choose from over 70 career areas with presentations from faculty and/or area business and industry.</td>
</tr>
<tr>
<td>Career Lane Software</td>
<td></td>
<td>Any student interested can access free online software, at <a href="http://www.iowalakescc-careerlane.net">www.iowalakescc-careerlane.net</a>, to explore a variety of careers and comments of industry leaders.</td>
</tr>
<tr>
<td>Partnership with:</td>
<td>Mechanism:</td>
<td>Partnership:</td>
</tr>
<tr>
<td>------------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Career Academy Programs</td>
<td>Career Academy classes enable high school students to explore career options and gain specific employment skills. Students earn high school and college credit concurrently.</td>
<td></td>
</tr>
<tr>
<td>College Prep Programs</td>
<td>College level classes are taught in the high school by high school faculty certified to teach college level classes. Students earn both high school and college credit. Iowa Lakes’ syllabus and textbooks are used for every course. There is no tuition cost to the student.</td>
<td></td>
</tr>
<tr>
<td>Job/Internship Fairs</td>
<td>Annual job fairs allow students to network with businesses, distribute resumes and interview with employers. Specific job fairs include Nursing/Health Occupations, Internship and all careers Job Fair, and Wind Energy Job Fair.</td>
<td></td>
</tr>
<tr>
<td>Job Postings</td>
<td>Career Resource Center is working toward an online version of the current job postings, which allows students to submit resumes to be searchable by employers and allows employers to post job openings.</td>
<td></td>
</tr>
<tr>
<td>Perkins/Tech Prep consortium</td>
<td>Consortium members meet regularly to share best practices relating to Perkins/Tech Prep funding and to prepare for future funding cycles. Perkins/Tech Prep funding also provides for additional meetings for Area III faculty, administrators and counselors.</td>
<td></td>
</tr>
</tbody>
</table>
Table 9.1 continued

<table>
<thead>
<tr>
<th>Partnership with:</th>
<th>Mechanism:</th>
<th>Partnership:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Postsecondary Enrollment Option (PSEO)</td>
<td>PSEO classes allow high school students in 11th and 12th grade (and 9th and 10th grade students identified as talented and gifted) to earn concurrent high school and college credit. Classes are taken on one of the Iowa Lakes campuses or online. There is no tuition cost to the student.</td>
</tr>
<tr>
<td></td>
<td>Tech Prep Programs</td>
<td>Tech Prep programs offer classes in a specific career field and provide a minimum of a three-year sequential combination of academic education and technical career skills. Tech Prep classes lead to a certificate, diploma, A.A.S. Degree, or transition to a four-year degree. There is no tuition cost to the student.</td>
</tr>
</tbody>
</table>

Tech Prep classes are offered to all 15 high schools in Area III. Iowa Lakes routinely meets with the administration and faculty of the area high schools to discuss joint projects, offer professional development, share information and develop new projects.

9P2. Educational Institutions and Employers that depend on our students:

Table 9.2

<table>
<thead>
<tr>
<th>Partnership with:</th>
<th>Mechanism:</th>
<th>Partnership:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers</td>
<td>Advisory Committees</td>
<td>Individuals and employers provide feedback to programs via participation in committee meetings.</td>
</tr>
<tr>
<td>Transfer Institutions</td>
<td>Articulation Agreements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Briar Cliff University</td>
<td>Offers a 2+2 program which allows students with a two-year degree to work toward a bachelor’s degree.</td>
</tr>
<tr>
<td></td>
<td>Buena Vista University</td>
<td>Supplies office space for Buena Vista to provide bachelor’s degree completion transfer services to students.</td>
</tr>
<tr>
<td></td>
<td>Iowa Community College Online Consortium (ICCOC)</td>
<td>Partnership with seven community colleges to provide individual classes and associate’s degrees online.</td>
</tr>
</tbody>
</table>
Table 9.2 continued

<table>
<thead>
<tr>
<th>Partnership with:</th>
<th>Mechanism:</th>
<th>Partnership:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iowa State University</td>
<td>Admissions Partnership Program allows students special benefits when transferring to Iowa State with an associate's degree. Benefits include advising at both schools, transfer credit evaluation and student service opportunities.</td>
<td></td>
</tr>
<tr>
<td>University of Iowa</td>
<td>2 + 2 Guaranteed Graduation Plan allows students early access to Iowa advisors, a university email account, and numerous student services and opportunities. UI Continuing Education: Students can earn a Bachelor of Applied Studies degree without having to be on the university campus. College of Nursing: Offer classes for registered nurses to complete Bachelor of Science in Nursing (BSN) at Iowa Lakes.</td>
<td></td>
</tr>
</tbody>
</table>

Iowa Lakes encourages frequent communication and meetings with organizations that depend on our students; seeking insights and recommendations for improving student learning.

9P3. Organizations providing services to our students:

Table 9.3

<table>
<thead>
<tr>
<th>Partnership with:</th>
<th>Mechanism:</th>
<th>Partnership:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arthur and Audrey Smith Wellness Center/Library Complex</td>
<td>Iowa Lakes, the City of Emmetsburg and the citizens of Palo Alto County partner to operate the Wellness Center and Library located on the Emmetsburg campus.</td>
<td></td>
</tr>
<tr>
<td>Estherville Airport</td>
<td>Iowa Lakes partners with Estherville Airport to provide office and hangar space for the Aviation program.</td>
<td></td>
</tr>
<tr>
<td>Various community organizations</td>
<td>Scholarships</td>
<td>Numerous organizations provide student scholarships.</td>
</tr>
</tbody>
</table>
9P4. Organizations providing materials and services

Table 9.4

<table>
<thead>
<tr>
<th>Partnership with:</th>
<th>Mechanism:</th>
<th>Partnership:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS</td>
<td></td>
<td>Nine Iowa colleges that purchased the Datatel information system.</td>
</tr>
<tr>
<td>CAST</td>
<td></td>
<td>Four of nine Iowa colleges using Datatel share resources (one server) and support for the information system.</td>
</tr>
<tr>
<td>Corporate Commitments</td>
<td>Pepsi</td>
<td>Iowa Lakes has an exclusive contract with Pepsi for all beverage options. Pepsi annually donates $1,500 of product to be used at events throughout the year and a percent of on-campus sales which are used for student scholarships and mini-grant awards for program materials and faculty professional development.</td>
</tr>
<tr>
<td></td>
<td>Storey Kenworthy</td>
<td>3% of purchases from Storey Kenworthy support the Iowa Lakes Foundation.</td>
</tr>
<tr>
<td>RSVP Volunteer Program</td>
<td></td>
<td>Iowa Lakes provides office space for RSVP on all five campuses. RSVP in turn provides volunteer services for the college and the communities as a whole.</td>
</tr>
<tr>
<td>Specialty Underwriters</td>
<td>Equipment insurance</td>
<td>All college equipment is insured through Specialty Underwriters whose staff service the equipment and pay invoices pertaining to the equipment.</td>
</tr>
</tbody>
</table>

Banking, investing and additional insurance needs are diversified to best meet the college’s needs and extend business to all five counties we serve. Construction business is based on a bid process.

9P5. Relationships with others

Table 9.5

<table>
<thead>
<tr>
<th>Partnership with:</th>
<th>Mechanism:</th>
<th>Partnership:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Committees</td>
<td>Existing relationship</td>
<td>Career and technical programs and an emerging Arts and Science advisory committee consist of individuals from business and industry who meet annually or biannually to review program course offerings, objectives and outcomes.</td>
</tr>
<tr>
<td>Partnership with:</td>
<td>Mechanism:</td>
<td>Partnership:</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>American College and University Presidents Climate Commitment (ACUPCC)</td>
<td>Partnership with other institutions to neutralize greenhouse gas emissions and improve the carbon footprint.</td>
<td></td>
</tr>
<tr>
<td>Alumni and Friends Association</td>
<td>The Association’s objective is to establish and maintain a mutually beneficial relationship between Iowa Lakes and our alumni and friends to promote membership, encourage student enrollment, and assist with fundraising.</td>
<td></td>
</tr>
<tr>
<td>Clay County Fair Board</td>
<td>Annual Clay County Fair</td>
<td>Participation in the annual Clay County Fair, including three information booths and a fair survey. Survey provides fair board with information to strengthen target market position and college students with a service learning project opportunity.</td>
</tr>
<tr>
<td>Communities</td>
<td>College credit courses, non-credit and continuing education offerings, conferences, workshops, cultural and entertainment events, athletics, Web cast events, Speakers’ Bureau</td>
<td>The “We Believe” giving campaign is conducted annually for internal and community giving. A partial list of designation areas include: various scholarships, music, student leadership activities, staff professional development, technology or areas of greatest need.</td>
</tr>
<tr>
<td></td>
<td>Annual Giving Campaign</td>
<td>Scholarships</td>
</tr>
<tr>
<td></td>
<td>Scholarships</td>
<td>Numerous donors provide student scholarships for specific priorities. Iowa Lakes Scholarship Recognition Event, held annually, allows donors and recipients to meet.</td>
</tr>
<tr>
<td>Partnership with:</td>
<td>Mechanism:</td>
<td>Partnership:</td>
</tr>
<tr>
<td>------------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Iowa Wind Energy Association (IWEA)</td>
<td></td>
<td>Newly formed organization for which Iowa Lakes operates as the fiscal agent. Membership includes wind and utility industry professionals, landowners, educators and those benefitting from the expansion of the wind industry in Iowa.</td>
</tr>
<tr>
<td>Local Press</td>
<td></td>
<td>Some 25+ local newspapers, radio and public access cable channels broadcast press releases (news, information, sports, music, etc.) and Board items on a regular basis. In addition, television stations in three metro areas (Sioux Falls, Sioux City and Mankato) cover various events and news.</td>
</tr>
<tr>
<td>Prairie Lakes Area Education Agency (AEA)</td>
<td>CHOICES Training</td>
<td>Partner with AEA to provide CHOICES training to area middle and high school staff.</td>
</tr>
<tr>
<td></td>
<td>Additional partnerships</td>
<td>Partner on various grants to provide professional development and as our link to area high school data.</td>
</tr>
<tr>
<td>President’s Circle</td>
<td></td>
<td>Individuals, businesses and industry commit a minimum $2,500 annually to enhance scholarship opportunities and support college priorities.</td>
</tr>
<tr>
<td>State of Iowa</td>
<td>Iowa Department of Education</td>
<td>Completed documentation and reporting processes. Includes annual MIS reporting, statewide Community College Strategic Plan process, accreditation visits and grant reports.</td>
</tr>
<tr>
<td>US Government</td>
<td>Federal support</td>
<td>Compliance with federal rules and regulations.</td>
</tr>
<tr>
<td></td>
<td>Grant support</td>
<td>Compliance with grant requirements.</td>
</tr>
<tr>
<td></td>
<td>Legislator contacts</td>
<td>Secure additional funding sources.</td>
</tr>
</tbody>
</table>
9P6. Iowa Lakes strives to ensure the varying needs of our partners are met through collegewide and community surveys and focus groups, advisory board meetings, and membership on education and community boards. We review, analyze, discuss and act upon the varying needs of our partners and relationships, document them in writing, and on a scheduled basis, measure current results with previous ones.

9P7. Iowa Lakes encourages faculty and staff membership on college committees. Most college committees are made up of employees from all areas of the college and from various classifications; which encourages relationship building between and among departments and disciplines.

Relationships are also built through the annual all-staff inservice and all-staff communications such as the monthly electronic employee newsletter. The new Learning Communities project also encourages relationship building, integration and communication across departments.

Just Desserts, an annual internal recognition event, recognizes all individuals in the college that support grant projects during the year. This event brings together employees from all classifications to celebrate successes. The annual Iowa Lakes Community College Foundation Scholarship Recognition Event brings together donors, students and guests to honor the individuals who support scholarships and the students who benefit from those scholarships.

9R1. Below are Iowa Lakes’ high priority partnerships, the measurements we collect and analyze regularly, and our performance results.

**American College and University Presidents Climate Commitment (ACUPCC)**

ACUPCC lists seven tangible actions that participating institutions can choose to comply with. As of now Iowa Lakes has committed to three of seven possible tangible actions.

- **Adopt an energy-efficient appliance purchasing policy:** Iowa Lakes has set guidelines that, when available, all equipment/appliances purchased are to be Energy Star certified products. Some 77% of the institutions participating in the ACUPCC have committed to this action.
- **Purchase or produce at least 15% of institution’s electricity consumption from renewable sources:** Currently, Iowa Lakes purchases a portion of electricity from renewable fuel sources, and a portion is generated from a college-owned wind turbine. Iowa Lakes will continue to decrease the metric tons of CO$_2$/year/sq.ft. annually. At this time, 34% of the institutions participating in the ACUPCC have committed to this action.
- **Participate in the Waste Minimization component of the national RecycleMania competition:** Iowa Lakes facilities staff currently recycles cardboard, paper, metal, glass, computer monitors, computer processing units, light bulbs and mercury. ACUPCC reports 53% of the institutions participating have committed to this action.
Iowa Lakes Community College Online Consortium (ICCOC)
ICCOC collects a number of student outcomes and satisfaction measures (including online completion rate, success rates and student end of class survey) as a consortium and based on individual college participation. Results from Student End of Class Survey, spring 2007, indicate 90% of students surveyed were satisfied or very satisfied with their online education experience. Over 90% of students surveyed felt the course they took was organized and structured in a manner that was conducive to learning (92% agree/strongly agree) and the learning goals for the course were clearly stated (94.3% agree/strongly agree).

Institutional Advancement
Supporters of Iowa Lakes Community College are vital to assuring the future of continued student success.
Alumni and Friends Association: Membership continues to grow approximately 10% annually.
Events: Annual event proceeds have made significant gains since 2004 (Figure 9.2)
President’s Circle: Piloted FY2006 continues to grow.
9R2. Performance Results are included with 9R1, above.

9R3. AQIP Examiner results (figure 9.4) reveal Iowa Lakes outranks other similar organizations in all categories for Building Collaborative Relationships.

1. Establishing collaborative relationships with business, industry and community organizations.
2. Building collaborative relationships with our educational organizations, including those that send us students and those that receive our graduates.
3. Building internal collaborative relationships across different departments and organizational units.
4. Establishing partnerships with vendors, service providers, and contractors.
5. Evaluating our systems for building collaborative relationships.
9.1 Iowa Lakes continues to improve current processes and systems for building collaborative relationships by communicating, listening to partners and customers and developing classes, programs and activities that meet stakeholders’ needs.

9.2 Iowa Lakes sets targets for improvement by analyzing benchmark and trend data and by listening to stakeholders. Specific improvement priorities within the community include:

- Timely training opportunities for fire, safety and law enforcement (Homeland Security)
- Increased certification classes for health workers
- Additional customized training classes for business and industry
Index to the location of evidence relating to the Commission’s *Criteria for Accreditation* found in Iowa Lakes Community College’s *Systems Portfolio*

**Criterion One – Mission and Integrity.** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

**Core Component 1a.** The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- The Board of Trustees has adopted mission, vision and core values. [Overview]
- Iowa Lakes evaluates, and if appropriate, revises the mission statement and documents. [5P1]

**Core Component 1b.** In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- Iowa Lakes addresses diversity in the values that are fundamental to the mission. [Overview]
- Mission documents affirm Iowa Lake’s commitment to include diverse ideologies, cultures, perspectives and opportunities in the college experience. [Overview]

**Core Component 1c.** Understanding of and support for the mission pervade the organization.

- Collegewide mission review was completed fall 2006. [5P1]
- Vision, mission, values and collegewide goals provide the global view and overall parameters for college progress and continuous quality improvement. [5P2]
- College success in achieving the mission, vision and goals is grounded in the everyday elements of college operations. [5P4]
- Mission is reinforced collegewide. [5P8, 8P4]

**Core Component 1d.** The organization’s governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

- The board and president are responsible for guiding and directing the college within the limits of the mission and values. [Overview]
- Effective communication facilitates committee structure. [5P5]
- Institutional objectives are determined various ways. [2P2, 2P4, 5P2, 5P3]
- Iowa Lakes evaluates processes and strengthens them as needed. [5P5, 5P6]

**Core Component 1e.** The organization upholds and protects its integrity.

- Iowa Lakes abides by local, state and federal laws and regulations. [Overview, 2P2, 4P1]
- Governing board functions in accordance with board policies. [Overview]
- Iowa Lakes deals fairly with stakeholders and external constituents. [3P5, 9P6]
Criterion Two – Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- Iowa Lakes is committed to leveraging funds to support collegewide goals and priorities. [8I1, 8I2]
- Iowa Lakes is attentive to emerging factors such as technology, demographic shifts and fiscal stability. [Overview, 8R2]
- Iowa Lakes clearly identifies decision making processes. [5P5, 8P1, 8P2, 8P4]

Core component 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Plans for resource development and allocation indicate a commitment to education. [5P5, 6R3, 8P6, 8P7]
- Processes are in place to both plan for and respond to educational needs. [2P5, 5P5]
- Numerous administrative support services support, strengthen and help maintain educational programs. [6R3]
- Iowa Lakes planning processes are flexible to respond to needs. [8P1, 8R1]

Core component 2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Iowa Lakes has an effective system for collecting organizational information. [2P5,2R1, 7P2, 8P1, 8P2, 8P6]
- Evaluation and assessment data is used to develop pilot projects to address areas of need. [6R4]
- Iowa Lakes has a Program Review process in place. [1P13, 7P3]
- Various reporting elements are used to assess processes. [7P4, 7P5, 7P6]
- Collegewide communication support continuous improvement. [2P3, 5P5, 5P6, 5P7, 5I1]

Core component 2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

- The Iowa Lakes vision, mission, values and collegewide goals provide the global view and overall parameters for college progress and continuous quality improvement. [5P2]
- Iowa Lakes’ strategic planning process reflects a cooperative and multi-directional structure. [8P1, 8P6]
- Planning processes involve students and employees as well as external stakeholders. [8P1, 9P6]
- Planning processes are linked with budget processes. [8P2, 8P6, 8P7]

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
Core component 3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- Goals for student learning are directly related to Iowa Code, chapter 260C [Overview]
- Definition of general education and the requirements for the general education core were approved by Academic Council and Iowa Lakes Board of Trustees in 1998. [1P1]
- Effective student assessment is done at multiple levels. [1P17, 1P18, 1R6]
- Program Review processes routinely review student outcomes. [1P13, 7P3]

Core component 3b. The organization values and supports effective teaching.

- Qualified faculty determine pre-requisite requirements and design curriculum content. [1P5, 4P1]
- Employees are encouraged to pursue professional development opportunities and share best practices. [1P11]
- Effective teaching and learning is documented via annual faculty evaluations and via survey and assessment responses and results and the program review process. [1P11]
- New Teachers Workshop is conducted annually for all new faculty members. [1P11]

Core component 3c. The organization creates effective learning environments.

- Iowa Lakes considers the needs of its current and potential students when developing an effective and efficient course delivery system. [1P12, 1P13]
- Day-to-Day operations function to create effective learning environments. [6P4]
- Completers have the knowledge and skills required by stakeholders. [1P17, 1R4]
- Assessment of student academic achievement. [1R1, 1R2, 1R3, 1R4]

Core component 3d. The organization’s learning resources support student learning and effective teaching.

- Assessment results help improve curriculum, resources and service available. [6R4]
- Numerous student support services are available. [1P7, 1P8, 1P10, 1P15, 1R5]
- Academic resources are adequate to support learning and teaching. [1P15, 6P1, 6R2]
- Iowa Lakes evaluates the results of learning resources to enhance learning and teaching. [6R1, 6R2, 6R3]

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Various opportunities are available to faculty and staff for training and staff development. [4P8, 4P9, 4P12]
- Evaluation procedures are completed for the purpose of improvement of instruction and the learning environment. [4P10]
- Lifelong learning is apparent in non-instructional services provided by the college [2P1]
- Iowa Lakes’ financial allocations demonstrate value to a life of learning. [6R3]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Index to Systems Portfolio
• Students are encouraged to participate in a variety of student activities to enhance learning and personal growth. [1P16]
• Staff development needs are addressed annually. [8P8]
• A variety of classes, programs and services available to a wide variety of target groups. [Overview]
• Convocations [2P1]

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
• Effective assessment [1P17, 1R4, 1R6]
• Routine program reviews assess whether courses and programs are current and relevant. [1P13, 7P3]
• Survey outcomes document graduates have the skills and knowledge to function in diverse roles. [1R4, 1R6]
• Information from employer surveys and advisory board members gauge course and program relevancy for business and industry needs. [3P3, 3P5]

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.
• Iowa Lakes programs and services contribute to the responsible use of knowledge. [Overview, 1P1]
• Iowa Lakes encourages curricular and co-curricular activities that enhance responsible use of knowledge. [1P16, 9P5]
• Fair and equal policies are implemented through the Board of Trustees, Human Resources, Affirmative Action and the Employee Handbook. [4P7]

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
• Iowa Lakes’ commitments are determined by our mission, collegewide goals and our ability to support commitments. [2R2, 9P6, 9R1]
• Iowa Lakes uses a variety of tools to identify students and stakeholders needs. [1P12, 1P13, 3P1, 3P3, 3P5, 3R1, 4R4, 6P1, 6P2]
• Continuing Education and Training and Retraining respond to stakeholder needs. [2P1]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.
• Iowa Lakes builds community connections through numerous programs and employee interactions. [Overview, 3P4, 9P5]
• Iowa Lakes planning processes project continued engagement with the communities we serve. [Overview, 9I2]

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.
• Educational Institutions and Employers, organizations and additional relationships that depend on our students are of high priority. [9P2, 9P4, 9P5, 9P6].
• Iowa Lakes’ partnerships with various schools create ease of transfer for students. [Overview, 9P2]
Iowa Lakes creates partnerships based on shared academic and economic goals. [Overview, 9P1, 9P2, 9P3, 9P4]

**Core Component 5d. Internal and external constituencies value the services the organization provides.**

- Iowa Lakes regularly surveys stakeholder satisfaction with Iowa Lakes. [3R4, 3R5]
- Service learning programs and volunteer efforts within the communities have a history of impact. [9R1]
- Iowa Lakes is well received by community members.[3P3, 4R3, 3R4, 3R5]